DOCUMENT RESUME

ED 140 722 HE 009 026

TITLE	Guidelines for Transfer. Recommendations of the Joint Committee on College Transfer Students.
INSTITUTION	North Carolina Univ., Chapel Hill.
SPONS AGENCY	North Carolina Association of Colleges and Universities, Raleigh.
PUB DATE	Feb 77
NOTE	72p.
AVAILABLE FROM	University of North Carolina, General Administration, P.O. Box 2688, 910 Raleigh Road, Chapel Hill, North Carolina 27514
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Admission Criteria; *Articulation (Program); College Credits; General Education; *Guidelines; Higher Education; *Interinstitutional Cooperation; Liberal Arts; Professional Education; *Student Mobility; *Transfer Policy; Transfer Students
IDENTIFIERS	*North Carolina

ABSTRACT

The collective and continuing effort of representatives of colleges and universities in North Carolina to preserve institutional autonomy in determining admissions and academic policies, while eliminating unnecessary penalties to transfer students, is reflected in this report. The articulation guidelines were first developed in 1967, and revised and expanded in 1973 and 1976, each time under the aegis of the Joint Committee on College Transfer Students. Guidelines that would result in better articulation are presented in the following areas: admissions; transferability of credit; transcript; general education; liberal arts and basic sciences (English composition, mathematics, humanities, natural sciences, and social and behavioral sciences); and paraprofessional and professional education (allied health, business administration and education, criminal justice, health, physical education, and recreation, nursing, teacher education, and technical education). (LBH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED140722

GUIDELINES FOR TRANSFER

Recommendations of the Joint Committee on College Transfer Students

Sponsored by
NORTH CAROLINA ASSOCIATION OF COLLEGES AND UNIVERSITIES
In cooperation with
The University of North Carolina
State Board of Education
Association of Independent Colleges and Universities

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HE 00 9026

SPECIAL REPORT (FEBRUARY 1977)
PUBLISHED BY
THE UNIVERSITY OF NORTH CAROLINA
GENERAL ADMINISTRATION

William A. Johnson, *Chairman*
Board of Governors

William Friday
President

The University of North Carolina
General Administration
P.O. Box 2688
910 Raleigh Road
Chapel Hill, North Carolina
27514

"The University of North Carolina is an Equal Opportunity/Affirmative Action Employer"

Admission to, employment by, and promotion in The University of North Carolina and all of its constituent institutions shall be on the basis of merit, and there shall be no discrimination on the basis of race, color, creed, religion, sex, or national origin.

PREFACE

Guidelines for Transfer reflects the collective and continuing effort of representatives of colleges and universities in North Carolina to preserve institutional autonomy in determining admissions and academic policies and at the same time to eliminate unnecessary penalties to students who transfer among the institutions.

The articulation guidelines were first developed in 1967, revised and expanded in 1973, and revised and expanded again in 1976 for this publication. In each instance they were formulated under the aegis of and recommended by the Joint Committee on College Transfer Students.

Special acknowledgement is accorded President William Friday and the General Administration of The University of North Carolina for providing staff support for the Joint Committee on College Transfer Students and for publishing this third edition of the guidelines at the request of the Joint Committee.

I wish to thank the members of the editorial subcommittee for their work in editing the publication:

John F. Corey (Chairman), Assistant Vice President for Student Services and Special Programs, The University of North Carolina
Bobby L. Anderson, Director, College Transfer and General Education, State Department of Community Colleges
Arthur T. Cavano, Associate Dean of Instruction, General Education, Fayetteville Technical Institute
Donald C. Jicha, Associate Dean, The General College, The University of North Carolina at Chapel Hill
B. Franklin Lowe, Jr., Dean of the College, Chowan College
Mrs. Dorothy Vandayburg, Secretary to Mr. Corey

Appreciation is also extended to the articulation subcommittees (see appendix for membership listings) and especially the chairpersons and project directors for leadership in developing the new guidelines in this edition:

Reed Adams (criminal justice), Director, Criminal Justice Program, The University of North Carolina at Charlotte
Bobby L. Anderson (nursing), Director, College Transfer and General Education, State Department of Community Colleges
Newton H. Barnette (technical education), Dean, College of Engineering, The University of North Carolina at Charlotte
Ralph H. Boatman (allied health, project director), Director, Office of Allied Health Sciences and Office of Continuing Education in the Health Sciences, The University of North Carolina at Chapel Hill

Stanley L. Jones (general education), Vice Chancellor of Academic Affairs, The University of North Carolina at Greensboro

Anna P. Keller (transcript), Director of Admissions, North Carolina State University, Raleigh

Joseph C. Logan (teacher education, paraprofessional aspects), Dean of College of Learning and Human Development, Appalachian State University

Jeanne Margaret McNally (nursing education, project director), Assistant Vice President for Academic Affairs, The University of North Carolina, General Administration

John R. Meakins (teacher education), Dean of College Transfer Education, Coastal Carolina Community College

Margaret Mordy (health, physical education and recreation), Dean, School of Health, Physical Education and Recreation, The University of North Carolina at Greensboro

Robert W. Williams (allied health), Associate Vice President for Academic Affairs, The University of North Carolina, General Administration

The voluntary contributions of these educators and others have helped make, as stated in the introduction, a diversity of programs which strengthens the system of higher education in the state and thereby provides the latitude which allows citizens the opportunity to find the educational program best suited to their needs and interests.

Cecil L. Patterson
Joint Committee on College Transfer Students

THE JOINT COMMITTEE ON COLLEGE TRANSFER STUDENTS

At the time the new recommendations in this third revision of Guidelines for Transfer were approved, the Joint Committee on College Transfer Students was sponsored by four statewide agencies and organizations representative of education beyond the high school in North Carolina:

North Carolina Association of Colleges and Universities, President, William E. Highsmith (Chancellor, The University of North Carolina at Asheville)

North Carolina Association of Junior Colleges, President, Grady E. Love (President, Davidson County Community College)

State Board of Education, Department of Community Colleges, President, Ben E. Fountain, Jr.

The University of North Carolina, President, William C. Friday

The membership of the Joint Committee consisted of twelve persons appointed by the four sponsoring organizations (each organization appointed three members for three-year staggered terms). There were five ex officio members: an officer or staff member of each of the four sponsoring organizations and the immediate past chairman.

NORTH CAROLINA ASSOCIATION OF COLLEGES AND UNIVERSITIES

Newton H. Barnette, Dean, College of Engineering, The University of North Carolina at Charlotte (1976)

James M. Unglaube, Dean of the College, Lenoir Rhyne College, Hickory (1977)

Anna P. Keller, Director of Admissions, North Carolina State University, Raleigh (1978)

NORTH CAROLINA ASSOCIATION OF JUNIOR COLLEGES

B. Franklin Lowe, Jr., Dean of the College, Chowan College, Murfreesboro (1976)

Ray Swords, Academic Dean, Mount Olive College, Mount Olive (1977)

Gerald W. Bray, Vice President, Rockingham Community College, Wentworth (1978)

NORTH CAROLINA STATE BOARD OF EDUCATION

Donald R. Mohorn, President, Vance-Granville Technical Institute, Henderson (1976)

Edwin R. Chapman, Director, College Transfer Programs, Western Piedmont Community College, Morganton (1977)

Thomas M. Benton, Dean of the College, Lenoir Community College, Kinston (1978)

THE UNIVERSITY OF NORTH CAROLINA

Norma J. Thompson, Dean of Admissions and Registration, Pembroke State University, Pembroke (1976)

Donald C. Jicha, Associate Dean, General College, The University of North Carolina at Chapel Hill (1977)

Spencer E. Durante, Professor and Head, Department of Education, Johnson C. Smith University, Charlotte (1978)

EX OFFICIO

Bobby L. Anderson, Director, College Transfer and General Education, Department of Community Colleges, State Board of Education, Raleigh

John F. Corey (Secretary), Assistant Vice President for Student Affairs and Special Programs, The University of North Carolina, General Administration, Chapel Hill

J. P. Freeman, Secretary, North Carolina Association of Colleges and Universities (Director of Division of Teacher Education, State Department of Public Instruction, Raleigh)

Grady E. Love, President, North Carolina Association of Junior Colleges (President, Davidson County Community College, Lexington)

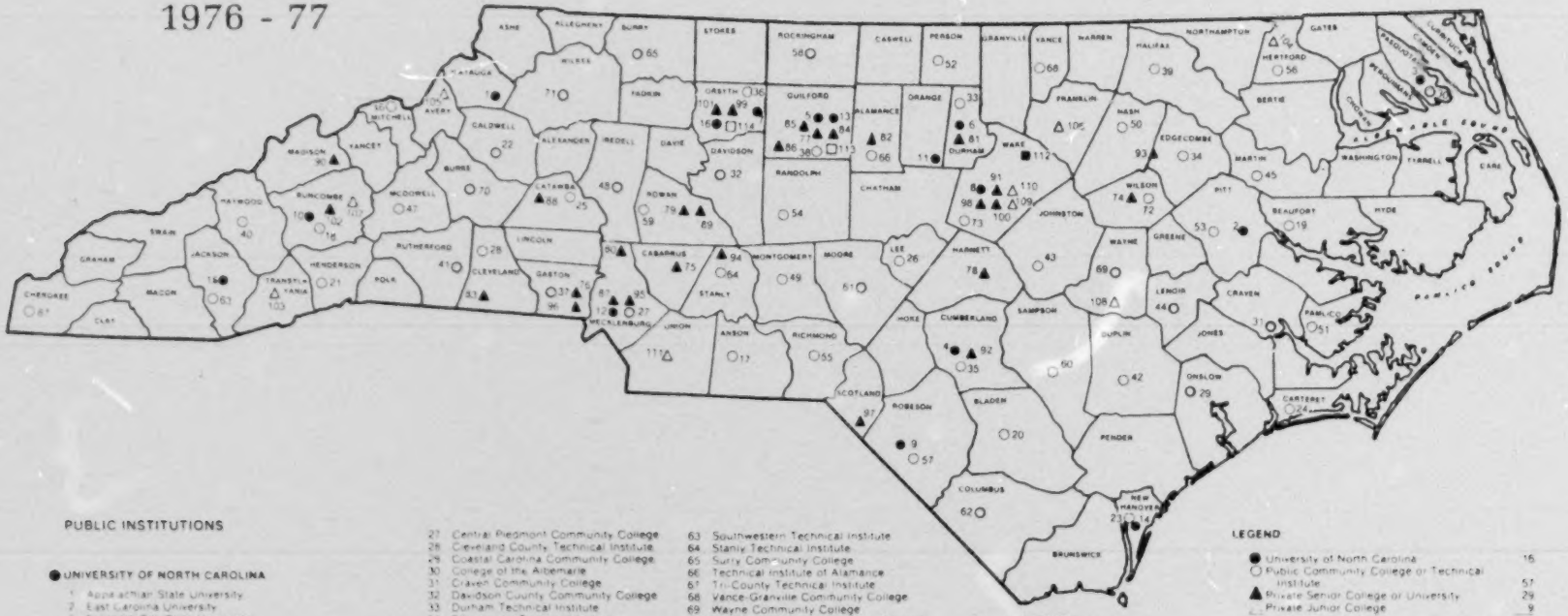
Cecil L. Patterson (Chairman), Dean, Undergraduate School, North Carolina Central University, Durham

On November 5, 1976, during the annual meeting of the North Carolina Association of Colleges and Universities in Greensboro, action was taken designating the Association the sole sponsor of the Joint Committee on College Transfer Students with members appointed by the following three other bodies: The University of North Carolina, the State Board of Education, and the Association of Independent Colleges and Universities.

The revised by-law of the Association concerning the Joint Committee provides for a membership of twelve, four appointed by The University of North Carolina, four by the State Board of Education, and four by the Association of Independent Colleges and Universities for staggered terms of four years. The first appointment of each body will be made in December 1977. The membership and officers as of December 1976 will continue unchanged for a year.

The revised by-law of the Association further provides that the Joint Committee be concerned with all aspects of articulation and transfer of students among the junior colleges, technical institutes and community colleges, senior colleges, and universities in the state. The Joint Committee is advisory to the appointing bodies with reference to matters that come under its purview and is to make an annual report with recommendations, if any, to the Association.

NORTH CAROLINA
Post-Secondary Institutions
1976 - 77



(viii)

PUBLIC INSTITUTIONS

● UNIVERSITY OF NORTH CAROLINA

1. Appalachian State University
2. East Carolina University
3. Elizabeth City State University
4. Fayetteville State University
5. North Carolina Agricultural and Technical State University
6. North Carolina Central University
7. North Carolina School of the Arts
8. North Carolina State University at Raleigh
9. Pembroke State University
10. University of North Carolina at Asheville
11. University of North Carolina at Chapel Hill
12. University of North Carolina at Charlotte
13. University of North Carolina at Greensboro
14. University of North Carolina at Wilmington
15. Western Carolina University
16. Winston-Salem State University

○ COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

17. Anson Technical Institute
18. Asheville-Buncombe Technical Institute
19. Beaufort County Technical Institute
20. Bladen Technical Institute
21. Blue Ridge Technical Institute
22. Caldwell Community College and Technical Institute
23. Cape Fear Technical Institute
24. Carteret Technical Institute
25. Catawba Valley Technical Institute
26. Central Carolina Technical Institute
27. Central Piedmont Community College
28. Cleveland County Technical Institute
29. Coastal Carolina Community College
30. College of the Albemarle
31. Craven Community College
32. Davidson County Community College
33. Durham Technical Institute
34. Edgecombe Technical Institute
35. Fayetteville Technical Institute
36. Forsyth Technical Institute
37. Gaston College
38. Guilford Technical Institute
39. Halifax Community College
40. Haywood Technical Institute
41. Isothermal Community College
42. James Sprunt Institute
43. Johnston Technical Institute
44. Lenoir Community College
45. Martin Community College
46. Mayland Technical Institute
47. McDowell Technical Institute
48. Mitchell Community College
49. Montgomery Technical Institute
50. Nash Technical Institute
51. Pamlico Technical Institute
52. Piedmont Technical Institute
53. Pitt Technical Institute
54. Randolph Technical Institute
55. Richmond Technical Institute
56. Roanoke-Chowan Technical Institute
57. Robeson Technical Institute
58. Rockingham Community College
59. Rowan Technical Institute
60. Sampson Technical Institute
61. Sandhills Community College
62. Southeastern Community College
63. Southwestern Technical Institute
64. Stanly Technical Institute
65. Surry Community College
66. Technical Institute of Alamance
67. Tri-County Technical Institute
68. Vance-Granville Community College
69. Wayne Community College
70. Western Piedmont Community College
71. Wilkes Community College
72. Wilson County Technical Institute
73. Wake Technical Institute

PRIVATE INSTITUTIONS

▲ SENIOR COLLEGES AND UNIVERSITIES

74. Atlantic Christian College
75. Barber-Scotia College
76. Belmont Abbey College
77. Bennett College
78. Campbell College
79. Catawba College
80. Davidson College
81. Duke University
82. Elon College
83. Gardner-Webb College
84. Greensboro College
85. Guilford College
86. High Point College
87. Johnson C. Smith University
88. Lenoir Rhyne College
89. Livingstone College
90. Mars Hill College
91. Meredith College
92. Methodist College
93. North Carolina Wesleyan College
94. Pfeiffer College
95. Queens College
96. Sacred Heart College
97. St. Andrews Presbyterian College
98. Saint Augustine's College
99. Salem College
100. Shaw University
101. Wake Forest University
102. Warren Wilson College

△ JUNIOR COLLEGES

103. Brevard College
104. Chowan College
105. Lees McRae College
106. Louisburg College
107. Montreat-Anderson College
108. Mount Olive College
109. Peace College
110. St. Mary's College
111. Wingate College

■ THEOLOGICAL SEMINARY

112. Southeastern Baptist Theological Seminary

□ BIBLE COLLEGES

113. John Wesley College
114. Piedmont Bible College

LEGEND

● University of North Carolina	16
○ Public Community College or Technical Institute	57
▲ Private Senior College or University	29
△ Private Junior College	9
Subtotal	111
■ Theological Seminary	1
□ Bible College	2
Total	114

CONTENTS

	Preface	ii
	Membership, Joint Committee on College Transfer Students	iv
	Map, North Carolina Colleges and Universities, 1976-77	vii
I	Introduction	1
II	Admissions	5
III	Transferability of Credit	7
IV	Transcript	11
V	General Education	17
VI	Liberal Arts and Basic Sciences	21
	English Composition	21
	Mathematics	21
	Humanities	22
	Art	22
	Drama	23
	Foreign Languages	23
	Literature	24
	Music	24
	Philosophy	24
	Religion	25
	Speech	25
	Natural Sciences	25
	Biological	25
	Physical	26
	Social and Behavioral Sciences	27
	Anthropology	27
	Economics	27
	Geography	27
	History	27
	Political Science	27
	Psychology	27
	Sociology	27
VII	Paraprofessional and Professional Education	29
	Allied Health	29
	Business Administration and Education	42
	Criminal Justice	43
	Health, Physical Education, and Recreation	44
	Nursing	45
	Teacher Education	47
	Technical Education	48
	Appendix	51
	Articulation Subcommittees	53

I INTRODUCTION

In fall 1975 more than 12,326 undergraduate transfer students enrolled in the colleges and universities of North Carolina. Of this number 4,132 transferred from two-year to senior institutions; 1,251 from senior to two-year institutions; 2,796 among senior institutions; 763 among two-year institutions; and 3,384 from out-of-state institutions. This flow of transfers comprised 8.6 percent of the total undergraduate enrollment in the state. It is a significant percentage.

Why do students transfer from one institution of higher education to another? There are many reasons. The prevalent one is the student desire to advance his education, such as from the junior to senior level. Another is the student need to accommodate himself better to academic standards, programs, costs or geographic location. One student, for instance, may want a more academically challenging college. Another may need a school less challenging, or less expensive, or with a special program in which he has acquired an interest. And, of course, there is always the student who transfers simply for no other reason than to be closer to a friend.

The fact that such adjustments or mobility are possible is one of the strengths of the American system of higher education. Diversity, the system's dominant characteristic, provides the latitude which allows citizens the opportunity to find the educational program best suited to their needs and interests.

The opportunity is quite extensive in North Carolina where institutional diversity is pronounced. The state has 77 colleges and universities--29 junior and 48 senior institutions. In addition, there are 37 technical institutes and more than 60 other postsecondary schools of business, trade, health, and religion.

Founded separately for specialized purposes, the collegiate institutions vary greatly. Some emphasize liberal arts; others concentrate in agriculture, technology, teacher education, and religious education. Some are predominantly for women; most, however, are coeducational. Some have "open door" admissions policies; others have minimum to very demanding criteria for admissions. Some are extremely expensive; others are less costly.

Although such diversity provides the student with many options, there are accompanying problems, particularly in reference to transfer students. Students who seek to transfer from one college to another often encounter barriers in admissions and lose course credits and time. In many cases, these problems are created by the students themselves who change their educational goals or select institutions or programs for which they are not properly qualified. Sometimes, however, the problems stem from unnecessary differences in admissions procedures and general education requirements among the institutions. These variations, due to an institution's particular historical origins, purposes, student backgrounds, and academic standards, coupled with an institution's considerable independence, were identified by a statewide study committee in the early 1960's. The study committee concluded that the lack of a consensus among colleges in North Carolina regarding general education and transfer procedures was "sufficiently great to cause prospective transfer students serious difficulties and, therefore, to justify

a serious effort to bring some degree of standardization into them." The study committee recommended "eliminating unnecessary variability in policies and procedures for handling of student transferring."

Clearly needed was a commonly acceptable program of general education in the first two years of undergraduate study involving a minimum loss of credits or time when a student transfers from one institution to another, expecially at the end of his sophomore year.

To develop guidelines for such a program and to address other transfer problems as they arise and to recommend solutions, a Joint Committee on College Transfer Students was created in 1965 by the four organizations representative of the entire spectrum of higher education in North Carolina. They were the North Carolina Association of Colleges and Universities, the North Carolina Association of Junior Colleges, the State Board of Education, and the State Board of Higher Education.*

In 1966 the Joint Committee initiated a statewide study of articulation between two-year and senior institutions. The study was done by nine subcommittees, consisting of over 800 North Carolina junior and senior college educators. Guidelines that would result in better articulation were recommended in nine areas: admissions, biological sciences, English, foreign languages, humanities, mathematics, physical education, physical sciences, and social sciences. The guidelines were approved by the Joint Committee and published in 1967.

The Joint Committee has continued to function on an ongoing basis to refine as needed its recommended guidelines and to develop new ones. In doing so, the Joint Committee has made extensive use of subcommittees, composed of members knowledgeable and representative of those who would be affected, in the formation of the guidelines.

The 1967 articulation recommendations were updated in 1973. The updating included a revision of the recommendations on admissions, mathematics, and physical education and new recommendations on business, fine arts, and the transferability of credit obtained through varied grading systems and atypical methods.

This 1976 edition represents an updating of the 1973 guidelines. It includes a revision of the recommendations on physical education and new recommendations regarding general education (definition and distribution), the transcript, allied health, criminal justice, nursing, teacher education, and technical education. Unchanged are guidelines which have withstood the test of time as acceptable without suggestion of revision.

The guidelines are frequently blocked out in a pattern of first and second year courses but it should be understood that second year courses are not necessarily required.

The guidelines are written for colleges and universities which operate on a semester or quarter system and various modifications of either. It is

---

*Replaced by the Board of Governors of The University of North Carolina on July 1, 1972, when the State Board of Higher Education went out of existence.

assumed that six semester hours are equal to nine quarter hours. Where specific credits are indicated by one system or the other, it is further assumed that institutions not operating on such a system will create courses earning equivalent transferable credit. It is suggested that all receiving institutions will adopt a liberal policy towards half-credit shortages.

These statewide guidelines for collegiate articulation in North Carolina are unique among the states in America. Prepared voluntarily for voluntary use by representatives of colleges and universities which carefully guard their academic independence, the guidelines represent a recognition of the importance of common reference points which autonomous institutions may use in considering the admission of and the granting of credit to the transfer student. The development and general acceptance of the guidelines stand as a major achievement in academic cooperation. The desired result is that the transfer student, especially the one who depends on open admission to begin his college education, encounters no unnecessary barrier in admission to another institution, loses no unnecessary credit or time and is offered the opportunity to better accommodate himself in the pursuit of his educational goal.

II ADMISSIONS

1. Transfer students must meet admissions standards set by receiving institutions. To prevent unnecessary loss of time and credit, prospective transfer students should be identified as early as possible in their academic programs and be encouraged and advised to investigate the policies and procedures of receiving institutions for admitting and granting credit to transfer students.*

2. Performance in a collegiate program is the best single predictor of the success of prospective transfer students in other collegiate programs; therefore, it should count most heavily in the admissions decision of receiving institutions.

a) Two-year college students who were ineligible to enter a four-year institution at the freshman level because of poor high school records should not be denied admission as transfer students on these grounds.
b) Except in unusual circumstances, students entering two-year institutions should be encouraged to complete their program at the original institution.

3. An attempt should be made to provide equal access for each transfer student applying to a receiving institution. Since there is an increasing number of sending institutions which have implemented varied grading policies and practices, computation of grade averages for admissions eligibility should not provide an advantage nor a disadvantage for students transferring from institutions with nontraditional grading practices.

4. At senior institutions which offer upper division technical education programs (such as the bachelor of engineering technology degree) to graduates of technical institutes, community colleges, and other two-year institutions:

a) Students entering the four-year institution should, except in unusual circumstances, hold the associate in applied science degree in the appropriate area of technical specialization.
b) Students holding the associate of applied science degree in the appropriate area of technical specialization and meeting other institutional entrance requirements should be admitted to the senior program as a junior year student.
c) Students holding the associate of applied science degree seeking to transfer from nonaccredited technical institutes should be accepted provisionally by senior institutions and have credits transferred pending satisfactory completion of at least one full quarter or semester of course work, provided the student meets institutional entrance requirements.

---

*See Policies of Senior Colleges and Universities Concerning Transfer Students from Two-Year Colleges in North Carolina (September 1976). This reference manual is distributed as an information service by The University of North Carolina, General Administration, P.O. Box 2688, Chapel Hill, N.C. 27514.

III TRANSFERABILITY OF CREDIT

Records of prospective transfer students should normally be evaluated in relationship to the degree program for which application is made. The exact amount of transfer credit awarded toward completion of that degree program should be contingent upon its applicability to the degree program.

Among accredited institutions there is a lack of uniformity in the acceptance of credit obtained through varied grading systems and atypical methods. In order that effective implementation of the following recommendations may be realized, it is incumbent upon each institution: (1) to include on its official transcript an explanation of the institution's grading policies and practices; (2) to include on its transcript complete computation at the end of each grading period; (3) to be as descriptive as possible on its transcript when listing credits earned by atypical methods initially and in transfer; and (4) to compile and to disseminate information pertaining to its policies in granting credits earned by atypical methods through the Joint Committee on the College Transfer Student.

Transferability of Credit Obtained Through Varied Grading Systems

1. Acceptance of Credit
   Provided the transfer student meets the receiving institution's admissions requirements, credit for all passing grades from the sending institution should be accepted as transfer credits. This would mean, in term of grades, that a transfer student encounters neither advantages nor disadvantages over a native student.
2. Incomplete Grade
   a) All institutions of higher education should use the definition in the United States Office of Education's 1968 publication, Definitions of Student Personnel Terms in Higher Education OE-50083:
      > A grade used when the instructor is not able to give a definite grade for the term in view either of sickness of the student or of some other justifiable delay in the completion of certain work. A permanent grade for the term is recorded when work has been completed.
   b) If an institution assigns an "Incomplete" for evaluations other than those indicated in the above definition, that institution should identify the various types of incomplete grades on the transcript and attach to each transcript a definition of the various types being used.
3. Pass-Fail or Satisfactory-Unsatisfactory Grading Systems
   a) Receiving institutions should consider on an individual basis each student who wishes to transfer from an institution using either the P-F or S-U grading system. Other criteria such as high school record, standardized test scores, and college credits earned with traditional

grades may be used in determining the transferability of the student.

b) In determining admissibility of P-F or S-U grades, P and S should not be used in quality point ratio computation; however, F and U definitely should be considered in quality point ratio computation.

c) Receiving institutions should not place a limit on the number of transferable credits because these credits were earned with P or S grades.

Transferability of Credit Obtained Through Atypical Methods

1. Credit by Examination

a) Advanced Placement Program (APP) of the College Entrance Examination Board

(1) Receiving institutions should consider acceptance of transfer credits which have been awarded on the basis of APP scores of five (5) and four (4).

(2) Receiving institutions should consider acceptance of transfer credits which have been awarded on the basis of APP scores below four (4) when validated by follow-up courses within the same discipline.

b) National Achievement Examinations

When national achievement examination scores are too low to be consistent with the receiving institution's policies, transfer credit should be awarded if validated by follow-up courses in the same discipline taken at either the sending or receiving institution.

c) College Level Examination Program (CLEP) of the College Entrance Examination Board

(1) The CLEP General Examinations

(a) All institutions of higher education are encouraged to make use of the CLEP General Examinations to the extent and in a manner appropriate to institutional purposes and curricular requirements.

(b) Institutions which adopt the General Examinations are encouraged to award credit for scores at or above the 25th percentile of the national sophomore norms of the General Examinations--the minimum recommendation of the College Entrance Examination Board.

(2) The CLEP Subject Examinations

(a) All institutions of higher education are encouraged to adopt the use of CLEP Subject Examinations to an extent appropriate to curricular requirements. Credits should be awarded for scores at or above the average score made by "C" students

in the national norms for the Subject Examinations--the minimum recommendation of the College Entrance Examination Board.

(b) Receiving institutions should accept directly in transfer both elective and required credits awarded on the basis of CLEP Subject Examinations to the extent appropriate to curricular requirements.

(c) Receiving institutions should accept for transfer credits in the major field of study awarded on the basis of CLEP Subject Examinations.

d) Institutional Examinations

(1) Receiving institutions should accept directly in transfer both elective and required credits awarded on the basis of institutional examinations to the extent appropriate to curricular requirements.

(2) Receiving institutions should accept in transfer credits in the major field of study awarded on the basis of institutional examinations.

2. College Level Courses Completed Prior to Graduation from the Secondary School

College level courses completed at accredited collegiate institutions prior to secondary school graduation should be evaluated in the same manner as other courses which may appear on the institution's transcripts.

3. Military Service Credit

Each institution of higher education should be encouraged to use the American Council on Education (ACE) Examination, institutional examinations, or CLEP in determining credit to be awarded for work completed in military schools and for experience.

4. Credit Classified as "Technical"

Credit for courses which are components of technical curricula may be transferred to a college or university upon validation of applicable course work through the receiving institution's normal procedures.

5. College Level Courses Offered Through University and College Extension Centers or Contractual Programs

Receiving institutions should accept credit for college level courses offered by accredited institutions in university or college extension centers and in contract with technical institutes.

6. Acceptance of Transfer Credit from Co-op Programs, Field Experience, and Field Placement

a) Institutions of higher education offering credit through co-op programs, field experience, and field placement should publicize the constructs of each program and the rationale upon which the credit is given.

b) If the experience is utilized as an integral part of the overall instruction within a specific course, credit assigned to such courses should be transferred in the same manner as for courses taught by traditional methods.

IV TRANSCRIPT

A college or university transcript is a copy of the complete educational record of an officially enrolled student (degree candidate or a special, visiting, or transient student) at the issuing institution. The permanent record should be designed so that a reproduction may serve as a transcript of the record and should include all items of information normally desired by users of the transcript (see page 12 for a sample transcript).

The arrangement of items on the permanent record form should be determined by the individual institution on the basis of its special characteristics such as its enrollment and its mechanical and electronic procedures in academic recording and reporting of information to state and federal agencies.

The essential items* should include:

1. Identification of the Institution

   a) Legal name of the institution.
   b) Location (city, state, ZIP code).

2. Identification of the Student

   a) Full name and sex--name should be given in full including family name and all given names with special care to avoid nicknames except as supplemental information. Changes resulting from marriage, court orders, etc., should be included and former names clearly distinguishable. Cross references should be maintained.
   b) Date of birth (month, day and year).
   c) Place of birth (city and state)--(helpful in identification).
   d) Institutional identification number and/or Social Security number.

3. Entrance Category of Admission (it is important as a part of the educational record to have the original entrance information)

   a) Secondary school information--name, location of school, and date of graduation.
   b) Transfer (reference to all institutions attended with dates and a listing of transferred credit would normally be included in the body of the transcript).
   c) Other--any basis of admission except graduation from a secondary school or previous college work. This admission would include "GED," "by examination," Admissions Committee approval, conditional

---

*Based on the 1971 Guide to an Adequate Permanent Record and Transcript, issued by American Association of Collegiate Registrars and Admissions Officers (AACRAO).

acceptance or with a status other than degree status such as special, transient, visiting, etc. This status should be clearly defined and any subsequent changes in status should be clearly indicated with effective date.

4. Area of Study

   a) Community colleges should indicate technical or college parallel; multi-divisional institutions should indicate the specific program to which the student has been admitted; institutions having a common first two years may want to indicate "general college" or another more descriptive term.

5. Record of Work Taken

   a) Dates of attendance (term and year)--Each semester, quarter or term should be designated by the beginning of the academic year, i.e., Fall or First Semester (Quarter) 1975-76. Each summer session should be designated by the calendar year. All should be recorded chronologically. The transcript should be designated either as partial, incomplete or complete.
   b) Department, catalog number, and descriptive title of each course. Abbreviations are necessary but should be intelligible.
   c) Amount of credit granted for each course. Credit value of each course should be indicated even if the course was failed. Hours credit should be indicated if awarded by examination, advanced placement, CLEP, or other external means.
   d) Grade for each course. All courses attempted should be recorded, including courses failed, with original grade, even though the course was repeated later and a higher grade was earned. If it is institutional policy not to show failing grades on courses attempted but failed, a clear statement of this policy should be included on the "key to the transcript."

6. Termination Status

   a) State of graduation--name of degree issued, include date and major field of study.
   b) Status at time of last attendance--this refers to last attendance not culminated by graduation.
      (1) Personal--"Good standing" signifies that the student is eligible to continue or return and implies no objections to transferring elsewhere.
      (2) Academic--Termination without a degree may be either suspension or dismissal. Suspension frequently implies or indicates a time limit before return is permitted. This is valuable for a

receiving institution to know. Dismissal indicates an involuntary separation from the institution for failure to maintain academic standards

(3) Disciplinary--AACRAO has taken a stand that "transcripts of educational records should contain only information about academic status, except for disciplinary action which affects the student's eligibility to reregister and should be recorded if in accordance with institutional policy. If it is the institution's policy not to record such actions, this policy should be indicated on the transcript." Academic probation or provisional status should not be entered on the permanent record because of the irregular duration of the status and the lack of uniformity of application among institutions which may result in misinterpretation of its significance by the transcript recipients. If this information is recorded, there should be an indication when the academic status changed.

7. Authentication of the Record

a) Signature and title of certifying officer should appear on each page of the transcript.
b) Embossed seal of institution or issuing office and date should appear on each page of the transcript.

8. Institutional Policies or Key to Transcript

a) Length of Term--The length in weeks would be helpful but not absolutely essential. Of greater importance is a clear designation of the term: semester, quarter, mini-mester, etc.
b) Definition of Credit Unit*--AACRAO recommendation:

---

*A credit hour is the unit by which an institution may measure its course work. The number of credit hours assigned to a course is usually defined by the number of hours per week in class and the number of weeks in the session. One credit hour is usually assigned to a class that meets 50 minutes a week over a period of a semester, quarter, or term; in laboratory, field work, drawing, music, practical arts, physical education or similar type of instruction, one credit hour is assigned for a session that meets 2 or 3 hours a week for a semester, quarter, or term. Quarter credit hours and semester credit hours are the two most common systems of measuring course work. Institutions on the trimester plan generally use the semester credit hour system. Courses offered in a calendar other than semester or quarter, including summer sessions, may be measured in term credit hours or stated in semester credit hours or quarter credit hours.

A semester credit hour is a credit hour based on the semester calendar which is usually divided into terms of 17 weeks.

A quarter credit hour is a credit hour based on the quarter calendar which is usually divided into terms of 11 weeks.

"A statement in definite and positive terms of the academic credit used (at the time the student was enrolled), i.e., whether it is quarter hour, semester hour, course unit or other measurement. If a unit of measure other than the quarter hour or semester hour is used, the key should include a conversion formula to semester hours."

c) Adequate column headings for credits and grades--Distinctly marked columns with appropriate headings for listing credits and grades are essential. An additional column for honors is recommended.

d) Clear designation of sources of credit--Regular resident courses should be distinguished from correspondence, special examination, military service or any others authorized by the issuing institution.

e) Explanation of the grading system--Most essential is an adequate explanation of the grading system including, when appropriate, changes in grading systems when more than one appears on the same transcript.

9. General

a) Quality of transcript--To be most effective, a transcript should be legible, easily understood, and should be printed on a good grade of paper to insure permanency. Paper which does not allow erasures is suggested.

b) Size of transcript--A sheet 8 1/2 x 11 in size is the most convenient size for reading and filing.

c) Issuance of transcripts to students--The student is entitled to a transcript of his record on request; however, the student transcript should be labeled "Issued to Student."

undergraduate academic record

NAME OF INSTITUTION

address of institution

LAST FIRST MIDDLE — Address at time of entry

name of student | student identification number | date of birth | place of birth | sex

Category of Admission
- ☐ HIGH SCHOOL
- ☐ Special, visitor etc.
- ☐ TRANSFER
- ☐ Individual Appraisal (GED, Adm. Committee etc.)

Secondary school last attended — OPTional: 1. Test scores
address of School
date of graduation — 2. Rank in class or grade point average

Student is in good standing and is eligible to return unless otherwise stated

month + year date of entrance | Curriculum | Major or School (Com. Col. should designate Tech or Coll. Parallel) | Degrees: Dates awarded:

Course Type: Blank = institutional credit; O - transfer credit; Y - advanced placement; Z - CLEP credit; EV. - evening college; Q - correspondence

GRADING SYSTEM: A excellent; B good; C fair; D pass; F failure; NC - no credit; W - withdrew passing; WF - withdrew failing; I - incomplete; S satisfactory; U unsatisfactory; X audit

Include all grade designations with appropriate explanation

Semester or Quarter, year	Subject	Course No.	Type	Grade	Course Credit	Credit earned	Gr. Points
title of course							
example:							
Fall Sem. 1975-76							
Composition + Rhetoric	Eng	111	Y		3	3	
Analytic Geom. + Calc	Ma.	102		A	4	4	16

term total: sem. hrs. credit attempted, sem. hrs. earned, gpa
accumulative totals: sem hrs etc. gpa

Semester or Quarter, year	Subject	Course No.	Type	Grade	Course Credit	Credit earned	Grade Points
example:							
Fall, Spring 1974-75 Piedmont University location			O			24	

end page

SEAL of Institution

Signature

V GENERAL EDUCATION

Institutions of higher education in the United States have in common these goals: (1) to assemble and communicate to their students a comprehensive representation of the knowledge, values, skills, and arts developed by mankind; (2) to provide an environment in which scholars, professionals, and artists, with access to the working tools which they require, are permitted to contribute to the development of knowledge; and (3) from the combination of (1) and (2) to provide a climate of opinion for faculty and students in which a respect for the wisdom of the past is joined to a reverence for the open and exploring mind, which recognizes that the search for truth and beauty is constantly an unfinished adventure.

Institutions of higher education in North Carolina have generally shared the conclusion that it is desirable to require their students to become knowledgeable of man's intellectual and aesthetic heritage and of the contemporary impulses playing upon that heritage, to become accustomed to the use of the modes of inquiry through which knowledge is acquired and refined, and to become so deeply committed to the ideas and values associated with this heritage as to establish an ongoing life-time involvement with it. The schedule of requirements set up to achieve these objectives is often referred to as the general education program.

The following is recommended as a generally accepted definition of the general education requirement:

1. The general education program should comprise at least a third (40 to 45 semester hours; 60 to 68 quarter hours) of the total work leading to the baccalaureate degree.

2. Students should be required to distribute their studies in such a way that they will be encouraged to learn and experience a comprehensive representation of human knowledge and the arts. It is the conclusion of the North Carolina Joint Committee on College Transfer Students that recognition of the general classification of knowledge in the humanities, the physical sciences and mathematics, and the social and behavioral sciences provides a satisfactory framework within which to identify and prescribe the distribution requirements of a program in general education. In addition the committee believes that achievement of a basic competence in English composition is an essential ingredient of such a program. The following guidelines are recommended for each of the general field distribution areas:

	Minimum Course Work* Recommended	
	Sem. Hrs.	Qtr. Hrs.
English Composition	6	9
Humanities and Fine Arts Courses must be selected from at least three of the following discipline areas: music, art, theater, foreign languages, literature, philosophy, religion, and speech.	12	18
Mathematics At least one course in "academic" mathematics (algebra, trigonometry, calculus, etc.); the other unit may be selected from among other quantitative subjects (symbolic logic, business mathematics, computer science, etc.).	6	9
Natural Sciences Courses including accompanying laboratory work selected from among the following disciplines: biology, physical and earth or space sciences.	6	9
Social Sciences Courses must be selected from among at least three of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology.	12	18
Total . . .	42	63

*It is recommended that institutions be receptive to the transfer of credit obtained through atypical methods including credit by examination (see page 6).

3. One legitimate function of a general education program is to assist the student in deciding on a major by making available to him a wide range of subject areas. For this reason and because general education courses many times are survey and introductory courses in a discipline they are often justifiably concentrated in the first two years of study. This, however, may work against two of the important functions of general education, that of showing the inter-relatedness of knowledge and its contemporary validity and that of encouraging the student to a lifetime commitment to becoming generally educated.

   It is recommended, therefore, that some general education courses be offered beyond the first two years of study, although it is recognized that students should be advised of scheduling problems they may encounter if many of the general education credits are not earned in the first two years.

4. Knowledge is constantly in development. In part, this is because new information is acquired; in part, it is because society's perception of the relationship of existing knowledge to current concerns is constantly in flux. Institutions of higher education respond to these changes by developing new courses of instruction; sometimes cross-disciplinary studies provide the most favorable vehicles for responding to new knowledge and theories. Such innovative courses, often developed at the cutting edge of emerging ideas, may provide for students the most memorable and meaningful experience in a general education program. It is recommended that institutions of higher education strive to develop flexible measures for recognizing in the transfer process the general education content of experimental, cross-disciplinary courses taken at other institutions.

VI LIBERAL ARTS AND BASIC SCIENCES

English Composition

Freshman Year

Strong emphasis on English composition in written and oral forms, including such specific preparatory exercises as vocabulary building, spelling principles, reading for speed and comprehension, basic speech arts and English grammar (six semester hours or nine quarter hours).

Mathematics

Two courses (totaling six semester hours or nine quarter hours) should be selected as follows: at least one course in "academic" mathematics (e.g., algebra, trigonometry, and calculus) and the other unit selected from quantitative subjects (e.g., symbolic logic, business mathematics, and computer science).

Freshman and/or Sophomore Year

1. For nonscience majors whose curriculum does not require a sequence of two or more calculus courses: recommendation of six semester hours or nine quarter hours of fundamental mathematics for graduation with content at post-high school level presented in survey form and selected from fundamentals of algebra; sets, relations, and functions; the real number systems; finite mathematical systems (modulo arithmetic); logic; statistics and probability with simple application to the social sciences; analytic geometry of the plane; graphs of relations; other geometries; basic notions of elementary integral and differential calculus.

2. For nonscience majors whose curriculum does not require a sequence of two or more calculus courses but who are better qualified students and/or whose future courses require a stronger background: same recommendation as item 1 above with a more rigorous treatment of listed topics.

3. For students whose curriculum (science, engineering, mathematics) requires a sequence of two or more calculus courses: recommendation of an offering which follows the Mathematical Association of America's Commentary on a General Curriculum in Mathematics for College (1972), page 6, (See Guideline 3 below).

   a) Calculus with analytic geometry (nine semester hours or equivalent quarter hours).
   b) Linear algebra (three semester hours or equivalent quarter hours).

Other Guidelines

1. The topics in item 1 above are to be covered at a level sufficient to prepare the student to take either:

   a) A moderately rigorous calculus course.
   b) A moderately rigorous course in modern algebra or linear algebra.
   c) A moderately rigorous course in modern geometry.

2. For science and mathematics majors it is desirable that the minimum high school prerequisite for the course content be two years of algebra, one year of geometry, and one-half year of trigonometry.

3. Mathematics 1, Introductory Calculus (three semester hours or equivalent quarter hours) -- differential and integral calculus of the elementary

functions with associated analytic geometry.

Mathematics 2, 4, Mathematical Analysis (three semester hours or equivalent quarter hours each) -- techniques of one-variable calculus, limits, series, multivariable calculus, differential equations.

Mathematics 3, Linear Algebra (three semester hours or equivalent quarter hours) -- systems of linear equations, vector spaces, linear dependence, bases, dimensions, linear mappings, matrices, determinants, quadratic forms, orthogonal reduction to diagonal form eigenvalues, geometric applications.

Humanities and Fine Arts

Courses (totaling twelve semester hours or eighteen quarter hours) must be selected from at least three of the following discipline areas: art, drama, foreign languages, literature, music, philosophy, religion, and speech.

Freshman and/or Sophomore Year

The basic requirements of the humanities guidelines may be fulfilled through one of the following alternates:

1. An integrated humanities course (twelve semester hours or eighteen quarter hours) organized chronologically or by themes to show man's appreciative and creative roles in art, drama, literature, music, philosophy, and religion and taught by faculty members whose individual or collective breadth (e.g., team teaching) is sufficient in the above areas. Such an integrated humanities course may need to be broken down, for recording purposes, into more traditional titles in order to facilitate communication in transfer.
2. A block or sequence of courses (twelve semester hours or eighteen quarter hours) in at least four of the following areas:
   a) Art
   b) Drama
   c) Foreign Languages
   d) Literature
   e) Music
   f) Philosophy
   g) Religion
   h) Speech

Other Guidelines

1. Sequences should be determined by faculty advisors and guidance counselors in light of the student's educational goals.
2. Applied courses in art and music may not be used in meeting requirements of general education guidelines.

Art

Freshman and/or Sophomore Year

1. Senior institutions should accept for transfer credit courses which include:
   a) Art appreciation
   b) Drawing
   c) Painting

d) Ceramics
e) Sculpture
f) Design
g) Art history survey

2. Two-year institutions should require a balanced program of general studies and art courses. The art courses should be varied and provide experiences with both two-dimensional and three-dimensional art work. Sequences of courses should be determined by art faculty advisors and counselors in light of the student's educational goals.

3. Students desiring to transfer into a Bachelor of Fine Arts or professional degree after the sophomore year may have to spend an additional semester or year in order to complete the program. Although it may be possible to complete the credit hour requirement during a two-year program, independent studio work, sequential courses, and the maturation of the student within a studio-oriented program may require more time.

Drama

Freshman and/or Sophomore Year

1. Institutions should accept for transfer credit courses which include:
   a) Beginning acting
   b) Introduction to theatre
   c) Play production in activities courses
   d) Scene and lighting design
   e) Voice and diction
   f) Stage crafts
2. Sequence of courses should be determined by faculty advisors and counselors in light of the student's educational goals.
3. Students desiring to transfer into a Bachelor of Fine Arts or professional degree program should be advised to transfer after one year to eliminate problems of transferability, mainly pertaining to participation and required degree courses.

Other Guidelines

1. Two-year colleges should provide an opportunity for students to explore the theatre, prepare in techniques and skills and develop cognate courses.
2. Students should take some cognate courses which may include:
   a) Art appreciation, introduction to drawing and painting, design or drafting (if interested in design).
   b) Music appreciation, beginning ballet or modern dance (if interested in acting and directing)

Foreign Language

Freshman Year

Emphasis on audio-lingual skills. The work is to be accepted at face value and credited toward total hours for graduation, with the understanding that these hours may be checked by a proficiency test or other means.

Sophomore Year

Stress on skills in reading and writing. In some cases, literary criticism may have a legitimate place.

Other Guidelines

1. A college should accept a high school student on the basis of preparation in the four language skills as recommended by foreign language programs of the Modern Languages Association. Literature receives no special emphasis in high school except for students seeking advanced placement.

2. Basically, high schools should concentrate on communications skills and colleges and universities on literature, advanced composition and syntax, and where possible, phonetics and applied linguistics (civilization where needed).

3. The idea of placement by years or units should be abandoned. For determination of performance in the skills, measurement should be by modern proficiency tests, whether administered by the junior or by the senior college at entrance. In respect to the different goals, resulting from institutional autonomy, some variation in the pattern may be necessary.

Literature

Freshman and/or Sophomore Year

Concentration upon an introduction to the study of masterpieces of literature.

Music

Freshman and/or Sophomore Year

1. Institutions should accept for transfer credit courses which include:
   a) Music history
   b) Music literature
   c) Music appreciation
2. Students should receive credit in music history--literature without further examination, even from institutions which combine instruction in music literature and theory.
3. In recognition of the individual nature of instruction in applied music and the wide discrepancies in approach to instruction in music theory, diagnostic or placement examinations may be required in these areas. Audition and/or examination should be given as early as practical, certainly no later than admission to the senior institution.

Students should be advised of the results of placement examinations in music theory and should be allowed to make their own decisions regarding the repetition of previous courses. In the case of applied music, the placement results should be accepted as a specific guide to proficiency standing.

Other Guidelines

1. Four-year colleges should recommend alternatives to assist students for whom the sequence of information offers a dramatic change.
2. Two-year institutions are advised to examine the practices of the four-year departments and should avoid teaching those courses which are considered upper division.

Philosophy

Freshman and/or Sophomore Years

Study of philosophical issues relating to methods of reflective inquiry,

the nature of the self and of reality, and values such as moral, aesthetic, religious and political.

Religion

Freshman and/or Sophomore Years

Study of the nature of religion or of one or more of the major religions to ascertain the meaning of religion and its relation to personality and society.

Speech

Freshman and/or Sophomore Years

Emphasis on basic elements of communications such as voice and diction, presentation, organization, and communication theory.

Natural Sciences

Courses including accompanying laboratory work (totaling at least six semester hours or nine quarter hours) should be selected from among the following areas: biological, physical and earth or space sciences.

Biological Sciences

Freshman Year

A one-year lecture and laboratory course (eight semester hours or twelve quarter hours) emphasizing the dynamic, structural, and functional organization of living organisms from molecular, organismal, and population points of view. The course should stress the unity of life. As long as this is done, any of the following alternative approaches is acceptable (listed in order of preference):

1. One year of biological principles.
2. One year of biology.
3. One semester (four semester hours or six quarter hours) of botany and one semester of zoology.

Sophomore Year

1. If the first course is a one-year course which is oriented toward the study of principles of biology, the following is recommended for students whose programs require it:
   a) Second year may involve a field, laboratory, lecture course in the study of organisms--one semester of plants (botany) and one semester of animals (zoology) (PREFERRED).
   b) Second year may involve one semester of comparative vertebrate anatomy or another course of this general nature and one semester of a basic course such as animal or plant physiology or embryology.
   c) Second year may involve one semester of local floristic study--collection, identification of vascular plants, study of classification and one semester of a basic course such as microbiology.

2. If the first course is a one semester principles of biology course, it is desirable to follow it with one semester each of the study of plants (botany) and of animals (zoology), organism oriented, field work, laboratory and lecture.

a) This involves a three-course sequence.
b) The fourth semester may be comparative vertebrate anatomy and/or local floristic study as described above.

3. If the first year involves one semester of general botany and one semester of general zoology, then the second year should include one semester of comparative vertebrate anatomy and one semester of local floristic study as described above.

Other Guidelines

1. As related work for potential biology majors, a year of college mathematics and a year of chemistry are strongly recommended.

2. Other courses in physics, organic chemistry and geology are acceptable or desirable.

3. All biology courses include laboratory experiences and carry a minimum of eight semester hours credit or twelve quarter hours for the year and four semester hours or six quarter hours for the semester.

Physical Sciences

Freshman and/or Sophomore Years

1. For nonscience majors: recommendation of one year (eight semester hours or twelve quarter hours) of one of the following alternates: chemistry, physics, any earth science with laboratory or integrated science with laboratory.

2. For science majors:

a) Majors in agriculture, biology, and home economics: recommendation of one year of chemistry.
b) Majors in engineering (all branches), physics, chemistry: recommendation of one year of chemistry, physics with calculus prerequisite or corequisite, and mathematics including integral and differential calculus.
c) Majors in mathematics: recommendation of one year of physics.
d) Majors in pre-dentistry, pre-medicine, pre-veterinary medicine, and medical technology: recommendation of one year of chemistry and physics.

Other Guidelines

1. Full credit is given for integrated science courses with laboratory that combine several sciences as long as courses are appropriate to student's educational goals.

2. All physical science courses, in order to meet program requirements, must include laboratory experience and carry a minimum of eight semester hours or twelve quarter hours credit for the year.

3. Science courses without laboratory experiences may be considered for transfer as elective credit only.

Freshman and/or Sophomore Years

Courses (totaling twelve semester hours or eighteen quarter hours) must be selected from among at least three of the discipline areas below:

1. Anthropology (three semester or equivalent quarter hours).
2. Economics and Business Administration
   a) Principles of economics (six semester or nine quarter hours).
   b) Principles of accounting (six semester or nine quarter hours).
   c) Statistics (three semester or four and one-half quarter hours).
3. Geography
   a) Physical geography (three to four semester or four and one-half to six quarter hours).
   b) World survey (three semester or four and one-half quarter hours).
   c) Economic geography (three semester or four and one-half quarter hours).
   d) A regional study.
4. History
   a) The history of world civilization course (six semester or nine quarter hours).
   b) The American history survey (six semester or nine quarter hours).
   c) A history course offered at a junior college, which corresponds with a course designed for juniors and seniors of a senior college, normally should be accepted as a free elective but should not count toward satisfaction of major degree requirements.
5. Political Science
   a) American (federal) government (three semester or four and one-half quarter hours).
   b) State and local government (three semester or four and one-half quarter hours).
6. Psychology
   a) General psychology (three to four semester or four and one-half to six quarter hours).
7. Sociology
   a) Principles of sociology (three semester or four and one-half quarter hours).

Other Guidelines

1. Interdisciplinary courses of sufficient cultural breadth and depth should be given appropriate and equivalent credit for either the freshman or sophomore years.
2. In all cases course sequence should be determined by faculty advisors in light of the student's educational goals.

VII PARAPROFESSIONAL AND PROFESSIONAL EDUCATION

Allied Health

Two-year associate in applied science (AAS) degree programs in allied health fields are designed primarily for students seeking to enter the employment market on completion of their education programs. These guidelines are recommended in recognition that the students may desire at a later time to transfer credit for their AAS degree work for purposes of career mobility and advanced higher education commensurate with their individual interests and abilities. The areas in which they may further their education are advanced professional education, advanced education in a related science (e.g., chemistry, anatomy), or expanded liberal arts education. Full reports on studies which led to the development of the following guidelines are published in Allied Health Education: Transfer of Credit (1974), edited by Ralph H. Boatman and John Huther. This publication is distributed as an information service by The University of North Carolina, General Administration, P.O. Box 2688, Chapel Hill, N.C. 27514.

Dental Auxiliary Teacher Education

Freshman and/or Sophomore Years

1. General college course requirements
   a) In the case of a student intending to pursue a bachelor's degree in dental auxiliary teacher education, senior institutions should accept the following courses from two-year institutions accredited by the Southern Association of Colleges and Schools or a comparable regional accrediting body:

	Sem. Hrs.	Qtr. Hrs.
English Composition	6	9
Mathematics	6	9
Social Sciences	9	15
Humanities	9	15
Natural Sciences*	15	24
Electives in Above Disciplines or Combinations	18	27
Physical Education	2 courses	

   b) Any courses other than those within the above disciplines and any courses classified as junior or senior level courses at the senior institutions may not be acceptable as transfer credit. However, an institution may, at its option, allow students to earn credit for courses in this category on a

*For dental assistants and dental hygienists, eight semester hours or twelve quarter hours must be in biochemistry.

course-by-examination basis or some similar validating procedure.

2. Dental Assistants

To be eligible for acceptance into the DATE Program, dental assistants must currently be certified by the Certifying Board of the American Dental Assistants' Association. Dental assistants who have completed an educational program in dental assisting that is accredited by the Commission on Accreditation of the American Dental Association and who possess an associate degree from a recognized educational institution may be granted up to 25 semester hours of credit for professional courses and up to 18 semester hours of credit in the basic sciences through either prior validation or through a challenge examination process.

Dental assistants who are currently certified by the Certifying Board of the American Dental Assistants' Association but who do not possess an associate degree from a recognized institution may be granted up to 12 semester hours of credit for professional courses through either prior validation or through a challenge examination process. These students will require additional course work in the basic and dental sciences in order to meet degree requirements.

3. Dental Laboratory Technicians

Dental laboratory technicians must be certified or eligible for certification by the National Board of Certification for Dental Laboratory Technicians to be eligible for admission. Dental laboratory technicians who have completed an educational program in dental laboratory technology that is accredited by the Commission on Accreditation of the American Dental Association and who possess an associate degree from a recognized educational institution may be granted up to 25 semester hours of credit for professional/technical courses and up to 18 semester hours of credit in the basic sciences through either prior validation or through a challenge examination process.

Dental laboratory technicians who are currently certified by the National Board of Certification for Dental Laboratory Technicians but who do not possess an associate degree from a recognized institution may be granted professional/technical credits on an individual basis through either prior validation or through a challenge examination process.

4. Dental Hygienists

Dental hygienists who have successfully completed a program of education that is accredited by the Commission on Accreditation of the American Dental Association, and who have passed successfully the national examination given by the National Board of Dental Examiners may be granted up to 43 semester hours of credit for the professional (dental hygiene) courses.

Other Guidelines

Work experience in the specific dental auxiliary area in which the applicant is qualified is strongly recommended.

Dental Hygiene

Certified Dental Hygienists

Dental Hygienists completing a two-year associate degree, certificate

or diploma program are eligible for admission to a baccalaureate degree program providing they satisfy the following requirements:

a) Provide evidence, usually by means of an official transcript, of graduation from an accredited dental hygiene program;
b) Present evidence of an acceptable score on the National Board Dental Hygiene Examination;
c) Provide evidence of completion of one year of acceptable academic courses in English, social sciences, natural sciences, and humanities; and
d) Satisfy general admission requirements for admission to the transfer institution.

1. General College Courses (freshman and/or sophomore years)

In the case of a student intending to pursue a bachelor's degree in dental hygiene, senior institutions should accept the following courses from two-year institutions accredited by the Southern Association of Colleges and Schools or a comparable regional accrediting body:

	Sem. Hrs.	Qtr. Hrs.
English Composition	6	9
Mathematics	6	9
Humanities	9	15
Social Sciences	9	15
Natural Sciences (8 sem. hrs. or 12 qtr. hrs. must be in biochemistry)	9	15
Electives in Above Disciplines or Combinations	18	27
Physical Education	2 courses	

Any courses other than those within the above disciplines and any courses classified as junior or senior level courses at the senior institutions may not be acceptable as transfer credits. However, an institution may, at its option, allow students to earn credit for courses in this category on a course-by-examination basis or some similar validating procedure. Additional professional and clinical courses may be required by the transfer institution to satisfy requirements for the baccalaureate degree.

2. Professional Courses

Credit may be allowed for courses successfully completed in a program accredited by the Commission on Accreditation of the American Dental Association and when the applicant has successfully passed the national examination for dental hygienists given by the National Board of Dental Examiners. The transfer institution may require validation of these credits by examination.

Other Students

Students who are not certified dental hygienists may be admitted for dental hygiene study in a program accredited by the Commission on Accreditation of the American Dental Association after completion of one or two years of general college work and pre-dental hygiene courses. Acceptable courses which should be completed for transfer to an accredited dental hygiene program in either a two-year or four-year college or university where the institution allows credit for these courses and to the extent that credit is allowed include:

	Sem. Hrs.	Qtr. Hrs.
English Composition	6	9
Mathematics	6	9
Natural Sciences (must include biochemistry)	8	9
Social Sciences (must include psychology and sociology)	9	15
Humanities	9	15
Physical Education	2 courses	

Other Guidelines

1. Due to limited enrollments, interested students should contact the departmental chairman of the senior institution as early as possible to inform the chairman of their intent to transfer.

2. The receiving institution may require additional general college courses as a prerequisite for admission to junior level standing.

3. Students with an associate degree and/or equivalent should be able to complete work leading to the baccalaureate degree in two years.

Dietetics and Nutrition

Freshman and/or Sophomore Years

1. Senior institutions should accept for transfer credit course work from two-year institutions accredited by the Southern Association of Colleges and Schools or a comparable regional accrediting body. The following college-transfer-level courses should be accepted toward a bachelor's degree in dietetics and nutrition where the senior institution allows credit and to the extent that credit is equivalent to preprofessional course requirements:

	Sem. Hrs.	Qtr. Hrs.
Biology Human Physiology and Anatomy, Microbiology	8	12
Chemistry Inorganic, Organic, and Biochemistry	8	12
English Composition	6	9
Mathematics	3	4 1/2
Social Sciences Includes: Economics, Sociology, Psychology	12	20
Humanities Includes Speech (voice and diction)	10	15
Health	2	3
Physical Education	1	1 1/2
Basic Food Preparation	3	4 1/2
Basic Nutrition	2	3

Any courses other than those listed above and any courses classified as junior or senior level courses at the senior institutions may not be acceptable for transfer credit. However, an institution may, at its option, allow students to earn credit for courses in this category on a course-by-examination basis or some similar validating procedure.

2. Dietetic Technician, (associate degree)

a) The dietetic technician receives preparation in two-year technically-oriented community college programs leading to an associate degree and is expected to function and perform specific technical tasks under the direction and supervision of a registered dietitian. The dietetic technician curriculum is designed to equip the graduate with specific knowledge and skills and is not considered as pre-professional course work leading to entry into a baccalaureate dietetics program. In general, the dietetic technicial curriculum is deficient in both general college and pre-dietetics requirements which must be completed before the student can be admitted to junior level standing in a baccalaureate program.

b) College transfer level course credits as cited in item 1 above should be accepted for transfer by senior institutions.

c) Any courses other than those listed above and any courses classified as junior or senior level courses at the senior institutions may not be acceptable as transfer credit. However, an institution may, at its option, allow students to earn credit for courses in this category on a course-by-examination basis or some similar validating procedure.

Senior institutions with baccalaureate dietetic programs should evaluate technical or dietetic courses from American Dietetic Association approved dietetic technician programs for course equivalent credit, and/or offer opportunity for equivalency evaluation in course areas not clearly identified for equivalency credit transfer.

3. Dietetic Assistant, (nondegree)

a) The dietetic assistant receives preparation in one-year, technically-oriented community college nondegree programs. The dietetic assistant is expected to function and perform specific technical tasks under the direction and supervision of a registered dietitian. The dietetic assistant curriculum is designed to equip the graduate with specific knowledge and skills and is not considered as pre-professional course work leading to entry into a baccalaureate dietetic program. In general, the dietetic assistant cirriculum is deficient in both general college and pre-dietetics requirements which must be completed before the student can be admitted to the junior level standing in a baccalaureate program.

b) College transfer level course credits as cited in item 1 above should be accepted for transfer by senior institutions. Dietetic assistant students may transfer into the dietetic technician program or into the baccalaureate dietetics program as indicated in item 2 (c) above.

Route to Baccalaureate Degree in Dietetics and Registration

1. A student may directly enter an American Dietetic Association approved program in dietetics as a freshman. After completion of the baccalaureate degree program, a student must complete a master's degree in food and nutrition or related field plus six months work experience, an ADA approved internship. Upon successful completion of the ADA registration examination, the student is considered a registered dietitian.

2. Alternate routes to a baccalaureate degree in dietetics and registration may be (a) to transfer from a pre-professional curriculum into the baccalaureate dietetics program; (b) to begin a dietetic assistant program or a dietetics technician program and transfer into a baccalaureate program in dietetics and proceed as noted in item 1 above.

Environmental Health Science

Freshman and/or Sophomore Years

1. Environmental Health Science

   a) In the case of a student intending to pursue a bachelor's degree in environmental health science, senior institutions should accept the following courses from two-year institutions accredited by the Southern Association of Colleges and Schools or a comparable regional accrediting body:

	Sem. Hrs.	Qtr. Hrs.
General Biology	5 1/2	8
Human Anatomy and Physiology	4	6
Microbiology	2 1/2	4
General Chemistry	8	12
General Physics	2 1/2	4

   b) Any courses other than those listed above and any courses classified as junior or senior level courses at the senior institutions may not be acceptable as transfer credit. However, an institution may, at its option, allow students to earn credit for courses in this category on a course-by-examination basis or some validating procedure.

2. Bachelor of Engineering Technology (BET)

   a) In the case of a student intending to pursue a bachelor's degree in engineering technology, senior institutions should accept the following courses from two-year institutions accredited by the Southern Association of Colleges and Schools or a comparable regional accrediting body:

	Sem. Hrs.	Qtr. Hrs.
Differential and Integral Calculus	3	5
General Physics (with laboratory)	5 1/2	8
Physics or Chemistry (with laboratory)	2 1/2	4
Humanities or Social Sciences	4	6

	Sem. Hrs.	Qtr. Hrs. (cont'd)
Algebra, Trigonometry, and Analytic Geometry with Calculus	8 1/2	13
English Composition, Technical Writing and/or Public Speaking	6	9

a) Any courses other than those listed above and any courses classified as junior or senior level courses at the senior institutions may not be acceptable as transfer credit.

3. Students should make early application since some programs have limited enrollment due to professional accreditation requirements.

Food-Nutrition-Food Service Management (Dietetics)

Freshman and/or Sophomore Years

1. Senior institutions should accept for transfer credit
   a) General education courses
      (1) humanities, economics, mathematics, communication skills, and social sciences
      (2) basic science courses, particularly chemistry and biology
   b) Professional specialization courses which include basic
      (1) nutrition concepts
      (2) food preparation principles
      (3) principles of food service management
      (4) principles of quantity food production

2. Students desiring or planning to transfer into a bachelor of science degree program in food-nutirition-food service management (dietetics) after the sophomore year may have to spend additional time in order to complete the program due to sequencing of courses, and/or fulfilling institutional requirements.

Other Guidelines

1. Students desiring or planning to transfer into a bachelor of science degree program in food-nutrition-food service management (dietetics) after the sophomore year should be advised that
   a) A year of biology and a year of chemistry are strongly recommended. All biology and chemistry courses include laboratory experiences and carry a minimum of eight (8) semester hours of credit or twelve (12) quarter hours for the year, and four (4) semester hours or six (6) quarter hours for the semester.
   b) Courses in communication skills and social sciences are strongly recommended.

Medical Technology

Freshman and/or Sophomore Years

1. Pre-medical technology general college course requirements:

a) Senior institutions should accept transfer credits from two-year institutions accredited by the Southern Association of Colleges and Schools or a comparable regional accrediting body. The following college transfer level courses should be accepted toward a bachelor's degree in medical technology:

	Sem. Hrs.	Qtr. Hrs.
Biology	8	12
Chemistry*	16	24
English Composition	6	9
Mathematics	4	6
Social Sciences	12	20
Humanities	10	15

b) Any courses other than those listed above and any courses classified as junior or senior level courses at the senior institutions may not be acceptable as transfer credit. However, an institution may, at its option, allow students to earn credit for courses in this category on a course-by-examination basis or some similar validating procedure.

2. Medical Laboratory Technician, (associate degree)

a) The medical laboratory technician is trained in a two-year community college based program which generally includes the equivalent of approximately one-year of general college work and one-year of professional course work. It is designed to prepare the student to work in a clinical laboratory under supervision and is not designed as a pre-medical technology curriculum leading into a bachelor's degree program. Therefore, the student will usually require additional course work in the basic sciences and liberal arts before entering the professional phase of a baccalaureate degree program.

b) College transfer courses as cited in item 1 (a) above completed as part of the MLT curriculum should be accepted for transfer by senior institutions.

c) Any courses other than those listed above and any courses classified as junior or senior level courses at the senior institutions may not be acceptable as transfer credit. However, an institution may, at its option, allow students to earn credit for courses in this category on a course-by-examination basis or some similar validating procedure.

d) Senior institutions offering baccalaureate degree medical technology programs should be encouraged

---

*Chemistry courses may not be survey courses but must be one-year inorganic chemistry and one-year organic chemistry.

to evaluate professional courses in medical laboratory sciences on an individual basis taking into account the student's breadth and depth of experience. The senior institution should provide the student with the opportunity to take equivalency exams in areas where he is proficient.

3. Certified Laboratory Assistant

The certified laboratory assistant has completed one year of professional training at a technical institute. This curriculum usually does not include any courses suitable for transfer credit. However, the senior institution should evaluate each case on individual merit and offer the student an opportunity for equivalency testing, if appropriate.

Other Guidelines

1. Students should be aware that a strong background in basic chemistry and biology is necessary to complete the requirements for a bachelor of science degree.

2. Due to limited enrollments, interested students should contact the departmental chairman of the senior institution as early as possible.

3. Students with an associate degree and laboratory experience should be able to complete the requirements for the baccalaureate degree in 2-3 years.

Medical Record Administration

Freshman and/or Sophomore Years

1. Medical Record Administration general education course requirements:

a) In the case of a student intending to pursue a bachelor's degree in medical record administration, senior institutions should accept the following courses from two-year institutions accredited by the Southern Association of Colleges and Schools or a comparable regional accrediting body:

	Sem. Hrs.	Qtr. Hrs.
English Composition	6	9
Biology	8-10	12-15
Anatomy and Physiology (must be a laboratory course)	5 1/2	8
Mathematics	3	5
Social and Behavioral Sciences	13	20
Humanities and Fine Arts	10-14	15-21
Health and Physical Education	2-4	3-6

b) Any courses other than those listed above and any courses classified as junior or senior level courses at the senior institutions may not be acceptable as transfer credit. However, an institution may, at its option, allow students to earn credit for courses in this category on a course-by-examination basis or some similar validating procedure.

2. Medical Record Technician, (associate degree)

a) The medical record technician can receive training

through a nine- to twelve-month program, a two-year community college or technical institute program, or the American Medical Record Association Correspondence Course. The programs are designed to prepare the student to work in a medical record setting under the supervision of a medical record administrator or in some instances to function as the administrative head of the department. The curriculum is not designed as a pre-medical record administration curriculum leading into a baccalaureate program. Therefore, the student will usually need additional course work prior to admission into the professional phase of a baccalaureate degree program at the junior level.

b) No general education course credit can be given for the American Medical Record Association Correspondence Course.

c) College transfer level course credits as cited in item 1 (a) above should be accepted for transfer by senior institutions.

d) Any courses other than those listed above and any courses classified as junior or senior level courses at the senior institutions may not be acceptable as transfer credit. However, an institution may, at its option, allow students to earn credit for courses in this category on a course-by-examination basis or some similar validating procedure.

e) Senior institutions offering baccalaureate degree medical record administration programs should be encouraged to evaluate knowledge and skills the medical record technician may have acquired through nontraditional educational methods and provide the opportunity for equivalency evaluation.

3. Since enrollment in medical record administration programs is limited, students are urged to make application to the senior institution as soon as possible.

Physical Therapy

Freshman and/or Sophomore Years

1. Pre-physical therapy general college course requirements:

a) In the case of a student intending to pursue a bachelor's degree in physical therapy, senior institutions should accept the following courses from two-year institutions accredited by the Southern Association of Colleges and Schools or a comparable regional accrediting body:

	Sem. Hrs.	Qtr. Hrs.
Biology	8	12
Chemistry	8	12
English Composition	6	9
Mathematics	6	9
Physics	8	12
Social Sciences	12	20
Humanities	10	15

b) Any courses other than those listed above and any courses classified as junior or senior level courses at the senior institutions may not be acceptable as transfer credit. However, an institution may, at its option, allow students to earn credit for courses in this category on a course-by-examination basis or some similar validating procedure.

2. Physical Therapy Assistant, (associate degree)

a) The physical therapy assistant is prepared in two-year, technically-oriented community college programs leading to some type of associate degree and is expected to function and perform specific technical tasks under the direction and supervision of a physical therapist. The physical therapy assistant curriculum is designed to equip the graduate with specific knowledge and skills and is not considered as pre-professional course work leading to entry into a baccalaureate physical therapy program. In general, the physical therapy assistant curriculum is deficient in both general college and pre-physical therapy requirements which must be completed before the student can be admitted to junior level standing in a baccalaureate program.

b) College transfer level course credits as cited in item 1 (a) above completed by the physical therapy assistant student should be accepted for transfer by senior institutions.

c) Any courses other than those listed above and any courses classified as junior or senior level courses at the senior institutions may not be acceptable as transfer credit. However, an institution may, at its option, allow students to earn credit for courses in this category on a course-by-examination basis or some similar validating procedure.

d) Senior institutions with baccalaureate physical therapy programs should evaluate technical or physical therapy courses from the American Physical Therapy Association approved physical therapy programs for course equivalent credit, and/or offer opportunity for equivalency evaluation in course areas not clearly identified for equivalency credit transfer.

3. Physical Therapy Assistant, (nonassociate degree) Licensed
   a) Senior institutions should accept for transfer credits from two-year institutions accredited by the Southern Association of Colleges and Schools or a comparable regional accrediting body for courses noted in item 1 (a) above.
   b) Senior institutions with baccalaureate physical therapy programs should offer opportunity for equivalency evaluation of knowledge and skills the licensed assistant may have acquired through non-traditional educational methods.

Radiologic Technology

Freshman and/or Sophomore Years

1. In the case of a student intending to pursue a bachelor's degree in radiologic technology as in a related health science field, senior institutions should accept courses in the following content areas from two-year institutions accredited by the Southern Association of Colleges and Schools or a comparable regional accrediting body:

Anatomy
Physiology
Fundamentals of Basic Patient Care
Radiographic Anatomy and Positioning
Basic Radiographic Imaging Technique
Radiation Protection
Radiographic Instrumentation
Clinical Practicum
Survey of Nuclear Medicine
Radiation Therapy

2. Other courses in the professional or professionally related areas may be acceptable as transfer credit. However, an institution has the option of requiring course content validation by course-by-examination or other similar validation procedures.

Other Guidelines

1. Two-year institutions should advise students desiring to transfer into bachelor degree programs that additional time may be required to complete degree requirements.

2. Students wishing to transfer into baccalaureate programs should be identified early in their program of study and advised to take general education, natural and biological sciences that are acceptable to the receiving institution.

Respiratory Therapy

Freshman and/or Sophomore Years

1. Respiratory Therapy Technician
   a) In the case of a student intending to pursue a bachelor's degree in respiratory therapy, senior institutions should accept the following courses from one- or two-year programs based at institutions

accredited by the Southern Associaton of Colleges and Schools or a comparable regional accrediting body:

	Sem. Hrs.	Qtr. Hrs.
Anatomy	2	3
Physiology	2	3
Cardiopulmonary Physiology	1 1/2	2
Microbiology	1 1/2	2
Physics	2	3
Chemistry	2	3
Pharmacology	1 1/2	2
Basic Principles of Respiratory Therapy	6	9

b) Any courses other than those listed above and any course classified as junior or senior level courses at the senior institution may not be acceptable as transfer credit. However, it is strongly recommended that each curriculum be evaluated on its individual merits due to the diversity of curriculum design and content of this discipline. However, an institution may, at its option, allow students to earn credit for courses in this category on a course-by-examination basis or some similar validation procedure.

2. Respiratory Therapy (Therapist)

a) In the case of a student intending to pursue a bachelor's degree in respiratory therapy, senior institutions should accept the following courses from two-year institutions accredited by the Southern Association of Colleges and Schools or a comparable regional accrediting body:

	Sem. Hrs.	Qtr. Hrs.
Anatomy	3	5
Physiology	3	5
Cardiopulmonary Physiology	2	3
Microbiology	2	3
Physics	4	6
Chemistry	4	6
Pharmacology	2 1/2	4
Fundamentals of Respiratory Therapy	7	10

b) Any courses other than those listed above and any course classified as junior or senior level courses at the senior institution may not be acceptable as transfer credit. However, it is strongly recommended that each curriculum be evaluated on its individual merits due to the diversity of curriculum design and content of this discipline. An institution may, however, at its option allow students to earn credit for courses in this category on a course-by-examination basis or some similar validation procedure.

Business Administration and Education

Freshman and/or Sophomore Years

1. Business Administration or Economics

a) In the case of a student intending to pursue a bachelor's degree in business administration or economics, senior institutions should accept the following courses from two-year institutions accredited by the Southern Association of Colleges and Schools or a comparable regional accrediting body:

	Sem. Hrs.	Qtr. Hrs.
Principles of Accounting	6	9
Principles of Economics	6	9
Business Statistics	6	9
Business Law	3	5
Electronic Data Processing	3	5
Introduction to Business	3	5

b) Any courses other than those listed above and any courses classified as junior or senior level courses at the senior institutions may not be acceptable as transfer credit. However, an institution may, at its option, allow students to earn credit for courses in this category on a course-by-examination basis or some similar validating procedure.

2. Business, Occupational, and Distributive Education

a) In the case of a student intending to pursue a bachelor's degree in business, occupational, or distributive education, senior institutions should accept the following courses from two-year institutions accredited by the Southern Association of Colleges and Schools or a comparable regional accrediting body:

	Sem. Hrs.	Qtr. Hrs.
Principles of Accounting	6	9
Principles of Economics	6	9
Shorthand	6	9
Business Statistics	6	9
Typing	4	6
Personal Finance	3	5
Introduction to Business	3	5
Business Mathematics	3	5
Business Law	3	5

b) Any courses other than those listed above and any courses classified as junior or senior level courses at the senior institutions may not be acceptable as transfer credit. However, an institution may, at its option, allow students to earn credit for courses in this category on a course-by-examination basis or similar validating procedure.

Criminal Justice

In view of the urgent need for the professional preparation in the criminal justice system, qualified students in two-year educational institutions should be encouraged to seek baccalaureate degrees in criminal justice. Criminal justice curricula involve a primary focus on the academic study of crime, delinquency, and structure and operation of the criminal justice system.

Criminal justice courses designed to consider the academic study of crime, delinquency, and the criminal justice system are social/behavioral science courses. Criminal justice courses designed primarily to prepare individuals for employment in the criminal justice system serve as foundational professional courses. The two functions are interrelated.

Freshman and/or Sophomore Years

Criminal justice courses taken at the freshman and sophomore levels and offered for transfer should constitute no more than half the criminal justice course work required for a major in criminal justice leading to a baccalaureate degree. Courses taken at the freshman and sophomore level and offered for transfer into a baccalaureate degree program should involve prerequisites for upper level course work and should include:

1. Introductory courses in the social/behavioral sciences, applied statistics, and communications skills;
2. Introductory courses in criminal justice related to the criminal justice system and the criminal justice subsystems of courts, corrections and law enforcement (preadjudication, adjudication, and postjudication).

Other Guidelines

1. Associate degree programs designed for transfer should facilitate the broad coverage of academic areas required at the baccalaureate degree level.
2. To the extent feasible, students enrolled in criminal justice associate degree programs who may wish to transfer to senior institutions should be encouraged to take courses at the freshman and sophomore levels designed to meet general education requirements for the baccalaureate degree.
3. Criminal justice instruction at the freshman and sophomore levels designed primarily to provide task-related skills may not be transferred.
4. Courses from disciplines other than criminal justice (such as mathematics; natural, life and physical science; English; or the social/behavioral sciences), which are identified by the transferring institution as criminal justice courses should not be acceptable for automatic transfer as criminal justice courses. Such courses should be evaluated for their transferability by the departments concerned in the receiving institution.
5. Transfer students in criminal justice should have the opportunity to continue their education without unnecessary loss of time. Prior to registration at a senior institution, and preferably at the time of acceptance, a transfer student's transcript should be evaluated and the student should be notified of the transfer credit which he or she will receive for general academic course work and for professional courses offered for transfer.
6. The fact that courses which are applicable and appropriate to criminal justice have no "parallel" courses at the receiving institution should not preclude their being accepted for application to that major.

Health Education

Freshman and/or Sophomore Years

Students interested in majoring in school or community health education should complete the following in their first two years:

Prerequisites:

1. An introductory course in biology and/or botany-zoology
2. A course in personal and/or community health
3. A course in sociology
4. A course in psychology

Other Guidelines

1. Field observation experience in a school or community health related agency is strongly recommended.
2. A course in first aid and safety is strongly recommended.
3. A course in anatomy and physiology at the sophomore level is recommended.

*Physical Education** *(Major Program)*

Freshman and/or Sophomore Years

Students interested in majoring in physical education should complete the following:

1. A two-year activity course (four semester hours or six quarter hours) should be offered which provides opportunities for acquiring knowledge, attitudes, and skills in a variety of activities designed to contribute to the total education of the student. These include:
   a) Knowledge of basic health, fitness, and physiological principles relating to physical activity.
   b) Leisure time skills for present and future use in life.
   c) Learning experience in a majority of the following: acquatics, individual sports, team sports, dance, conditioning activities, and life-time sports.
2. An elective course of three semester hours or four and one-half quarter hours in personal and/or community health should be offered separate from the above physical education activity course.

---

*Should health and/or physical education courses be required of all students or may be elective courses in general education at the receiving institution, the following is recommended:

1. Up to four semester hours or six quarter hours of physical education activity courses should be transferable to the receiving institution. No credit in physical education should be given for extra curricular activities.
2. Up to three semester hours or six quarter hours of personal and/or community health should be transferable to the receiving institution.
3. The varsity athlete should in all instances be expected to meet the same general departmental regulations regarding program content as required of any other student at the receiving institution.

Other Guidelines

1. The two-year junior and community colleges and technical institutes should not offer professional courses in physical education. These institutions can best serve their students by providing for experiences and excellence in activity skills, basic health knowledge, and biological sciences.

2. Careful guidance in preparation for and career opportunities in physical education should be given to prospective transfer students to four-year institutions.

Recreation

Freshman and/or Sophomore Years

Students interested in majoring in recreation should:

Prerequisites:

1. Acquire skills through courses in recreational crafts, music, drama, and physical education.
2. Have an introductory course in biological science, preferably environmental biology.
3. Have an introductory course in one of the following: sociology, economics, or political science.
4. Have an introductory course in personal and/or community health.
5. Have an introductory course in leisure or recreation services.
6. Have, if possible, practical experience in a recreation setting.

Nursing Education

The concept of career mobility in nursing has created a need for better identification of how entrance and progression in nursing education programs may be expected. The following transfer guidelines are recommended to insure that students are given reasonable opportunity to demonstrate their knowledge and competence and are afforded proper placement and credit:

1. Students who are licensed practical nurses and registered nurses should be considered for admission as a transfer student in a nursing program at the appropriate level.

2. LPN and RN students who were ineligible to enter advanced programs at the beginning level of the program to which they are applying because of poor high school records should not be denied admission as transfer students on these grounds.

3. Transfer students within and between educational institutions, who have completed their work in a state accredited nursing program and who have passed a state licensure examination, should be granted optimum credit for their nursing theory and/or clinical experience by utilization of an appropriate method of evaluation such as a review of course content, demonstrated clinical skills, standardized tests, and challenging examinations at the receiving institution.

4. Two-year institutions should be responsible for maintaining and providing easy access to current transfer policies in nursing education of senior institutions.

5. Two-year institutions should establish guidelines to assure internal transfer from vocational to technical programs in nursing education programs.

6. Senior institutions should designate individuals in admissions to have responsibility for transfer students in nursing programs. Faculty in nursing programs in senior institutions should be involved as early as possible in the process of admitting transfers.

7. Transfer students should be given the same consideration for the financial aid available in a senior institution as its native students.

8. Transfer students should be given the same opportunity to enroll in courses as native students.

9. The transcript of a transfer student should be evaluated prior to his registration at the receiving institution, preferably at the time of acceptance, and he should be notified of the transfer credit given for courses.

10. Institutions should indicate on their transcripts when credit has been given by challenge examination. If a grade is assigned to the challenge examination, it should be indicated on the transcript as the grade for the course.

11. The grade of "Inc." must be removed prior to enrollment in a higher level course in the nursing major.

12. Potential transfer students should be advised to avoid taking course work in the professional area and the basic sciences on a pass/fail basis if they have the option to do so. Receiving institutions should consider on an individual basis each student who wishes to transfer from an institution using either the pass/fail or satisfactory/unsatisfactory grading system. Other criteria such as high school records, standardized test scores, and college credit earned with traditional grades may be used in determining the transferability of that student.

13. A grade of "D" in courses in the nursing major ordinarily cannot be given transfer credit. The policy of the receiving nursing education program will be the determinant.

14. The following is recommended as the minimum course work in general education in the baccalaureate nursing degree program:

	Sem. Hrs.	Qtr. Hrs.
English Composition (emphasis on rhetoric and writing skills)	6	9
Humanities and Fine Arts (courses may be selected from art, language, literature, music, philosophy, religion, speech)	9	13 1/2
Mathematics (two courses selected from mathematics, computer science, logic, statistics)	6	9
Natural Sciences (courses selected from biology, chemistry, biochemistry, zoology, psychology)	9-12	13 1/2-18
Social Sciences (courses selected from at least three of the following disciplines: anthropology, economics, geography, history, political science, psychology, sociology)	12-15	18-22 1/2

15. Courses offered in one-year, two-year and four-year institutions for which the receiving institution has no parallel and which are not specific to the major area of study of the transfer student should be considered favorably for acceptance as electives or for "minor" requirements. The amount of credit transferred in this manner could be accepted as fulfillment of a minor requirement but not a major requirement.

16. Registered nurses transferring into baccalaureate degree programs should be counseled that the professional nursing degree is obtained only in a baccalaureate nursing program. Transfer into degree programs in related health fields or other academic areas implies a change of career option.

Teacher Education

1. Transfer students should complete all requirements in the area of general education normally during the first two years. However, it is essential that these courses be among those that establish the required foundation leading to future certification in early childhood education (kindergarten through grade three), intermediate certification (grades four through nine), and certification as secondary school teachers (grades ten through twelve).

2. Two-year institutions should present opportunities to their students for the investigation of careers in teaching. An example of such an opportunity would be a course in

Introduction to Education or
Introduction to the American Public School System

3. Prospective transfer students should be advised to visit the four-year institution to which they are applying as early as possible in order to gain first-hand information on institutional transfer policies and curriculum requirements.

4. Students entering one-year or two-year paraprofessional programs related to teacher education should be advised at the outset that these programs are not intended to train professional teachers, and credit earned in these programs may not be accepted in approved teacher education programs in four-year institutions.

5. Students completing paraprofessional programs related to teacher education who wish to prepare themselves to teach should make application to the four-year institution of their choice and be subject to the same admissions requirements which apply to other applicants to that institution. The receiving institution should require a recommendation from the sending institution that the applicant has substantial potential to become a professional teacher.

6. The general education component of the paraprofessional program (English, science, mathematics, humanities, etc.) should be evaluated by the receiving institution to determine compatibility with its existing course structure. Four-year institutions are encouraged to consider for full transfer credit those courses which are the equivalent of courses designated by the receiving institution as freshman or sophomore level courses.

7. Four-year institutions will not ordinarily accept from two-year institutions professional education courses normally taught by the four-year institution at the junior or senior level. On petition, four-year institutions may consider on an individual basis credits earned in professional education at two-year institutions. It is recognized that a four-year institution bears the responsibility for recommending its graduate for a teaching certificate as a competent completer of its approved program.

8. Any transfer student should be permitted by the four-year institution to challenge by examination any course, the type and content of the examination to be consistent with that required of nontransfer students challenging the course.

9. Four-year institutions are encouraged to consider for elective credit (consistent with established institutional policy) those courses which under item 6 above cannot be accepted at full face value. Every effort should be made to grant as much credit as possible for the extensive practicum experiences contained in the paraprofessional training program.

10. Trends in teacher education should be a subject for continuing study by two-year institutions and teacher education programs in institutions, and transfer guidelines should be monitored continually based on these trends and the changing roles of the respective institutions.

Technical Education

An increasing number of senior institutions make available upper division technical education programs to graduates of technical institutes, community colleges, and other two-year institutions. Although there are some common features and goals, the programs as a whole lack commonality. The upper division technology program at one university, for example, is heavy in mathematics, science and advanced technology. At another university the program has a teacher education thrust. At other institutions there is no upper division program specifically designed for transfer students from technical education programs at two-year institutions but the senior institutions maximize the transfer of students from these institutions into their regular programs. The result is an absence of commonality among the upper level programs and this has prohibited the development of extensive articulation guidelines for transfer in technical education. The most meaningful guidelines are those enunciated in the "admissions" and "transferability of credit" sections of this publication. They are reprinted here for the convenience of the reader:

1. At senior institutions which offer upper division technical education programs (such as the bachelor of engineering technology degree) to graduates of technical institutes, community colleges, and two-year institutions:

   a) Students entering the four-year institution should, except in unusual circumstances, hold the associate in applied science degree in the appropriate area of technical specialization.
   b) Students holding the associate of applied science degree in the appropriate area of technical specialization and meeting other institutional entrance requirements should be admitted to the senior programs as junior year students.
   c) Students holding the associate of applied science degree seeking to transfer from nonaccredited technical institutions should be accepted provisionally by senior institutions and have credits transferred pending satisfactory completion of at least one full quarter or semester of course work provided the students meet other institutional requirements.

2. At senior institutions which do not offer specific programs for technical education graduates of two-year institutions, credit for courses which are components of technical curricula at the two-year institutions may be transferred to a college or university upon validation of applicable course work through the receiving institution's normal procedures.

APPENDIX

APPENDIX

(Articulation Subcommittees)

Listed below are the subcommittees which were especially instrumental in studying articulation problems and developing new guidelines for consideration by the Joint Committee for inclusion in this third revision of Guidelines for Transfer.

Allied Health
Criminal Justice
General Education
Health, Physical Education and Recreation
Nursing
Teacher Education
Technical Education
Transcript Committee

The memberships of these subcommittees and their special subcommittees are presented on the following pages. Titles of committee members shown are those held by the members at the time the guidelines were developed.

ALLIED HEALTH EXECUTIVE ADVISORY COMMITTEE

Robert W. Williams (Chairman), Associate Vice President for Academic Affairs, The University of North Carolina, General Administration, Chapel Hill

Charles Bucher (Vice Chairman 1972-73), Dean of Planning and Coordination, Department of Community Colleges, State Board of Education, Raleigh

Bobby L. Anderson (Vice Chairman 1973-74), Director, College Transfer and General Education, Department of Community Colleges, State Board of Education, Raleigh

Ralph H. Boatman, Project Director, Allied Health Professions Articulation Project, University of North Carolina at Chapel Hill

John W. Huther, Associate Director, Allied Health Professions Articulation Project (1972-73); Project Consultant (1973-74), University of North Carolina at Chapel Hill

John F. Bergner, Dean, School of Health Sciences and Services, Western Carolina University, Cullowhee

Gerald W. Bray, Vice President, Rockingham Community College, Wentworth

John F. Corey, Assistant Vice President for Student Services and Special Programs, The University of North Carolina, General Administration, Chapel Hill

Dale Lindsay, Associate Director of Medical and Allied Health Education; Chief, Division of Allied Health, Duke University Medical Center; and Director, Allied Health Education, Veterans Administration Hospital, Durham

William A. Martin, Dean of Instruction, Durham Technical Institute, Durham

Lee Powers, Director, Division of Allied Health Programs, Bowman Gray School of Medicine, Wake Forest University, Winston-Salem

Gloria Scott, Director of Institutional Studies and Education, North Carolina Agricultural and Technical State University, Greensboro

Ronald L. Thiele, Dean, School of Allied Health and Social Professions, East Carolina University, Greenville

J. Stephen Wright, Coordinator, Health Programs, Central Piedmont Community College, Charlotte

Dental Auxiliary Study Committee

R. L. Matkin (Chairman, 1972-73), Director of Practice Management and Dental Auxiliaries School of Dentistry, University of North Carolina at Chapel Hill

Mrs. Mary C. George (Chairperson, 1972-73), Director, Dental Auxiliary Education Program, School of Dentistry, University of North Carolina at Chapel Hill

Fred B. Bentley (Vice Chairman), President, Mars Hill College, Mars Hills

Mrs. Margaret J. Cain, Dental Hygiene Instructor, Guilford Technical Institute, Greensboro

John D. Goodwyn, Instructor, Dental Laboratory Technology, Durham Technical Institute, Durham

William Sease, Dean, Fayetteville Technical Institute, Fayetteville

Mrs. Sue S. Slaughter, Dental Assisting Department, Instructor and Department Head, Coastal Carolina Community College, Jacksonville

Fred Sproul, Director of Dental Programs, Wayne Community College, Goldsboro

Dietetics and Nutrition Study Committee

Alice S. Scott (Chairperson), Chairman, Department of Food, Nutrition and Institution Management School of Home Economics, East Carolina University, Greenville

Gerald M. Bolick (Vice Chairman), Chairman, Counselor Education, Appalachian State University, Boone

Naomi G. Albanese, Dean, School of Home Economics, University of North Carolina at Greensboro

Edward B. Bright, Dean of Instruction, Pitt Technical Institute, Greenville

Mrs. Anna Chaiko, Assistant Professor, Home Economics Department, Western Carolina University, Cullowhee

Mrs. Ann Cooley, Instructor, Asheville-Buncombe Technical Institute, Asheville

Mrs. Marjorie M. Donnelly, Specialist in Charge, Extension Foods and Nutrition, North Carolina State University, Raleigh

Mrs. Anne F. Kendrick, Guilford Technical Institute, Greensboro

Ralph L. Porter, Director, Occupational Education, Guilford Technical Institute, Greensboro

Edward W. Ramsey, Jr., Assistant Professor, Human Nutrition, North Carolina Central University, Durham

C. W. Seo, Associate Professor in Food and Nutrition, North Carolina Agriculture and Technical State University, Greensboro

Mrs. Leonore D. Tuck, Chairman, Home Economics Department, Campbell College, Buies Creek

James R. Winning, Department Head, Health Technologies, Forsyth Technical Institute, Winston-Salem

Environmental Health Technology Study Committee

Trenton G. Davis (Chairman), Chairman, Department Environmental Health, East Carolina University, Greenville

Cecil C. Brooks (Vice Chairman), Dean of Records and Admissions, Western Carolina University, Cullowhee

W. Thomas Cottingham, School of Education, Appalachian State University, Boone

Stacy Covil, Sanitary Engineering Section, Division of Health Services, North Carolina Department of Human Resources, Head, Sanitation Branch, Raleigh

Donald Ervin, Dean of Instruction, Southwestern Technical Institute, Sylva

Robert L. Harris, Associate Professor, Environmental Engineering, School of Public Health, University of North Carolina at Chapel Hill

Bernard E. Kane, Jr., Associate Professor of Environmental Health, East Carolina University, Greenville

Dean E. Painter, Department Chairman, Air and Water Resources Technology, Pitt Technical Institute, Greenville

Richard R. Phelps, Assistant Professor and Acting Chairman, Department of Engineering Technology, University of North Carolina at Charlotte

Eugene H. Shannon, Environmental Engineering Technology, Fayetteville Technical Institute, Fayetteville

Woodford G. Sink, Associate Dean of Academic Education, Davidson County Community College, Lexington

Medical Laboratory Study Committee

Mrs. Phyllis Newport (Chairperson), Director of Medical Technology, Baptist Hospital and Bowman Gray School of Medicine of Wake Forest University, Winston-Salem

Thomas C. Shore (Vice Chairman), Assistant Professor, Department of Industrial and Technical Education, North Carolina State University, Raleigh

Mrs. Mary S. Britt, Director of Medical Technology, Duke University Medical Center and Veterans Administration Hospital, Durham

Kenneth Maehara, Director of Medical Technology Programs, Western Carolina University, Cullowhee

Mrs. Barbara Mauney, Director, Community College Medical Laboratory, Western Piedmont Community College, Morganton

Bryan R. Reep, Director, Medical Laboratory Program, Sandhills Community College, Southern Pines

Susan T. Smith, Chairman, Medical Technology Program, East Carolina University, Greenville

Mrs. Laura S. West, Department Chairperson of Medical Laboratory Assistants, Asheville-Buncombe Technical Institute, Asheville

James R. Winning, Department Head, Health Technologies, Forsyth Technical Institute, Winston-Salem

Medical Record Administration Study Committee

Mrs. Peggy H. Wood (Chairperson), Department of Medical Record Science, School of Allied Health, East Carolina University, Greenville

Miss Martha June Sherrill (Vice Chairperson), Chief, Medical Information, Veterans Administration Hospital, Durham

Ronald Allison, Director, Technical and Occupational Education, Piedmont Technical Institute, Roxboro

Mrs. Patricia F. Aloia, Director, Medical Record Administration, Good Hope Hospital, Erwin

Mrs. Trannie E. Blenis, Wilson Memorial Hospital, Wilson

Mrs. Clatie M. Collins, Program Director, Medical Record Administration, School of Health Sciences and Services, Western Carolina University, Cullowhee

Mrs. Jane Heedick, Department Chairperson, Medical Office Assisting, Central Piedmont Community College, Charlotte

John H. Horne, Dean of Admissions, East Carolina University, Greenville

Mrs. Nell F. Keever, Medical Record Department, Memorial Mission Hospital, Asheville

Mrs. Kathryn T. Moore, Chief, Medical Information Department, Veterans Administration Hospital, Fayetteville

Mrs. Patricia S. Simmons, Administrative Assistant, Forsyth Memorial Hospital, Winston-Salem

Sherwood Ward, Director, Medical Record Department, North Carolina Memorial Hospital, University of North Carolina at Chapel Hill

Physical Therapy Study Committee

Jane Mathews (Chairperson), Director, Physical Therapy Division, Duke University Medical Center, Durham

John H. Horne (Vice Chairman), Dean of Admissions, East Carolina University, Greenville

Mrs. Daisy Caldwell, Department of Physical Therapy, Charlotte Orthopaedic Clinic, Charlotte

Mrs. Sally Farrand, President, North Carolina Physical Therapy Association, North Carolina State Board of Health, Raleigh

Robert L. Gossett, Director of Physical Therapy Assistant Program, Central Piedmont Community College, Charlotte

George Hamilton, Director, Physical Therapy Program, East Carolina University, Greenville

Charles Schuch, Director of Physical Therapy, Dorothea Dix Hospital, and Assistant Professor, Division Physical Therapy, School of Medicine, University of North Carolina at Chapel Hill

Mrs. Virginia Williams, Department of Physical Therapy, Charlotte Memorial Hospital, Charlotte

Radiologic Technology Study Committee

Janice Keene (Chairperson), Director, Division of Radiologic Science, School of Medicine, University of North Carolina at Chapel Hill

Braxton Harris (Vice Chairman), Vice Chancellor for Student Affairs, Appalachian State University, Boone

John E. Hough, President-Elect (1972), North Carolina Society of Radiologic Technologists, Rowan Memorial Hospital, Salisbury

Mrs. Cynthia Kirby, Program Director, Radiologic Technology, Duke University Medical Center, Durham

Clyde Ritchie, Director of Radiologic Technology, Forsyth Technical Institute, Winston-Salem

Theo Strum, Dean of Instruction, Elon College, Elon

Mrs. Mona L. Webb, Instructor, Department of Radiology, Rex Hospital, Raleigh

Respiratory Therapy Study Committee

Richard W. Beckham (Chairman), Director, Respiratory Therapy, Health Technologies, Department, Forsyth Technical Institute, Winston-Salem

Bruce Steinbach (Vice Chairman), Director, Respiratory Therapy Program, North Carolina Memorial Hospital, University of North Carolina at Chapel Hill

Houston R. Anderson, Director, Respiratory Therapy Department, Duke University Medical Center, Durham

Roy L. Campbell, Director, Respiratory Therapy Department, North Carolina Baptist Hospital, Winston-Salem

Stanley K. Engle, Assistant Director, Respiratory Therapy Department, North Carolina Memorial Hospital, University of North Carolina at Chapel Hill

Harvey M. Jacobs, Technical Director, Respiratory Therapy, Charlotte Memorial Hospital, Charlotte

Thomas R. Morris, Program Director, Allied Health Department, Central Piedmont Community College, Charlotte

J. Stephen Wright, Coordinator, Health Programs, Central Piedmont Community College, Charlotte

CRIMINAL JUSTICE SUBCOMMITTEE

Reed Adams (Chairman), Director, Criminal Justice Program, University of North Carolina at Charlotte

Edward Boelte, Director, Urban Center, Guilford College, Greensboro

Robert Campbell, Director, Department of Public Safety, Central Piedmont Community College, Charlotte

James Hoyng, Associate Director, North Carolina Criminal Justice Training and Standards Council, North Carolina Department of Justice, Raleigh

Lloyd Huggins, Chairman, Department of Criminal Justice, Pitt Technical Institute, Greenville

Gus Moeller, Director, Correctional Services Program, Greenville

Richter Moore, Chairman, Department of Political Science, Appalachian State University, Boone

Phillip Seuberlin, Chairman, Department of Criminal Justice, Davidson County Community College, Lexington

GENERAL EDUCATION SUBCOMMITTEE

Stanley L. Jones (Chairman), Vice Chancellor for Academic Affairs, University of North Carolina at Greensboro

Bobby L. Anderson, Director, College Transfer and General Education, Department of Community Colleges, State Board of Education, Raleigh

Arthur T. Cavano, Director of General Education, Fayetteville Technical Institute, Fayetteville

Edwin R. Chapman, Director of College Transfer Programs, Western Piedmont Community College, Morganton

John F. Corey, Assistant Vice President for Student Services and Special Programs, The University of North Carolina, General Administration, Chapel Hill

John H. Horne, Director of Admissions, East Carolina University, Greenville

John K. Nelson, Professor of History and formerly Associate Dean of General College, University of North Carolina at Chapel Hill

Cecil Patterson, Dean, Undergraduate School, North Carolina Central University, Durham

Martin L. Shotzberger, President Catawba College, Salisbury

Mrs. Joyce Wasdell, Assistant Superintendent, Durham County Schools, Durham

O. K. Webb, Jr., Dean of the General College, Appalachian State University, Boone

Humanities Study Committee

Larry S. Champion (Co-Chairman), Chairman, English Department, North Carolina State University, Raleigh

Kenneth Webb, (Co-Chairman), Dean, General College, Appalachian State University, Boone

Walter Hood, Department of Art, Catawba College, Salisbury

Gene Strassler, Chairman, Department of Music, North Carolina Central University, Durham

Jim W. Yates, Director, Division of Humanities, Rockingham Community College, Wentworth

Sciences Study Committee

Edwin R. Chapman (Chairman), Director of College Transfer Programs, Western Community College, Morganton

Cecil L. Patterson, Dean, Undergraduate School, North Carolina Central University, Durham

Martin L. Shotzberger, President, Catawba College, Salisbury

Social Sciences Study Committee

John K. Nelson (Chairman), Professor of History, University of North Carolina at Chapel Hill

Mrs. Hope Brogden, Political Science, Sandhills Community College, Southern Pines

Charles R. Tucker, Associate Professor of Sociology, Meredith College, Raleigh

HEALTH, PHYSICAL EDUCATION AND RECREATION SUBCOMMITTEE

Margaret Mordy (Chairperson), Dean, School of Health, Physical Education and Recreation, University of North Carolina at Greensboro

Harold M. Barrow, Professor, Department of Physical Education, Wake Forest University, Winston-Salem

Carl S. Blyth, Chairman of Physical Education Department, University of North Carolina at Chapel Hill

Sherman Brook, Associate Professor of Health, Department of Physical Education, Health, and Recreation, Fayetteville State University

Hugh E. Citty, Chairman, Physical Education Department, Rockingham Community College, Wentworth

Edward L. Cloyd, Jr., Professor, Physical Education Department, Atlantic Christian College, Wilson

Jimmy Hemphill, Department Chairman - Allied Health Occupations, Caldwell Community College and Technical Institute, Lenoir

Marvin Keith, Chairman of Recreation Technology Department, Central Carolina Technical Institute, Sanford

Joseph B. Linney, Health and Physical Education Department, Wilkes Community College, Wilkesboro

Phil Martin, Recreation Technology, Tri-County Technical Institute, Murphy

Robert G. Ray, Associate Professor of Health and Physical Education, Western Carolina University, Cullowhee

Curtis D. Smith, Recreation Technology, Piedmont Technical Institute, Roxboro

Janet F. Smith, Chairperson, Physical Education Department, Isothermal Community College, Spindale

EX OFFICIO

Ronald W. Hyatt, Associate Professor, Physical Education Department, The University of North Carolina at Chapel Hill, and Co-Chairman, Special Task Force of College Conference on Two-Year College Articulation

NURSING EDUCATION SUBCOMMITTEE

Bobby L. Anderson (Chairman), Director, College Transfer and General Education Programs, Department of Community Colleges, State Board of Education, Raleigh

Jeanne Margaret McNally (Project Director), Assistant Vice President for Academic Affairs, The University of North Carolina, General Administration, Chapel Hill

Warren Groff (Project Associate Director), Vice President, Sacred Heart College, Belmont

Ralph H. Boatman, Director, Allied Health Sciences, University of North Carolina at Chapel Hill

Gerald W. Bray, Vice President, Rockingham Community College, Wentworth

John F. Corey, Assistant Vice President for Student Services and Special Programs, The University of North Carolina, General Administration, Chapel Hill

Mrs. Vercie Eller, Assistant Director, Health Occupations Education, Department of Community Colleges, State Board of Education, Raleigh

John H. Horne, Director of Admissions, East Carolina University, Greenville

Mary McRee, Executive Director, North Carolina Board of Nursing, Raleigh

Robert W. Williams, Associate Vice President for Academic Affairs, The University of North Carolina, General Administration, Chapel Hill

General Education Study Committee

Stanley L. Jones (Chairman), Vice Chancellor for Academic Affairs, University of North Carolina at Greensboro

Virginia F. Gover, Director of Undergraduate Nursing, School of Nursing, University of North Carolina at Chapel Hill

Mrs. Georgia A. Jones, Director, Practical Nurse Education, Durham Technical Institute, Durham

N. J. Owens, Jr., Vice President for Instruction, Guilford Technical Institute, Jamestown

Nancy Sumner, School of Nursing, Presbyterian Hospital, Charlotte

Mrs. Donna S. Thigpen, Director, Associate Degree Nursing Programs, James Sprunt Institute, Kenansville

Curriculum Study Committee

Gerald W. Bray (Co-Chairman), Vice President, Rockingham Community College, Wentworth

John H. Horne (Co-Chairman), Director of Admissions, East Carolina University, Greenville

Martha Adams, Director, Hospital Diploma Nursing Programs, Cabarrus Memorial Hospital, Concord

Mrs. Mary E. Hanig, Director, Associate Degree Nursing Programs, Gaston College, Dallas

Inez Jenkins, School of Nursing, North Carolina Central University, Durham

Dixie Koldjeski, Coordinator, Psychiatric Mental Health Nursing, School of Nursing, East Carolina University, Greenville

Mrs. Eleanor Leonard, School of Nursing, University of North Carolina at Charlotte

Mrs. Mercedes R. O'Hale, Director, Associate Degree Nursing Programs, Fayetteville Technical Institute, Fayetteville

Mrs. Helen Randall, Director, Associate Degree and Practical Nursing Programs, Wake Technical Institute, Raleigh

Beverly Smith, Director, School of Nursing, Durham County General Hospital, Durham

TEACHER EDUCATION SUBCOMMITTEE

Joseph C. Logan (Chairman), Dean of the College of Learning and Human Development, Appalachian State University, Boone

Martha Helen Canaday, Professor, School of Home Economics, University of North Carolina at Greensboro

William H. Davis, Director, Division of Life Sciences, Wilkes Community College, Wilkesboro

Carl John Dolce, Dean of the School of Education, North Carolina State University, Raleigh

Mrs. Rebecca Hammill, Chairperson, Department of Childhood Education, Rowan Technical Institute, Salisbury

Norman C. Johnson, Professor, North Carolina Central University, Durham

John R. Meakins, Dean of College Transfer Education, Coastal Carolina Community College, Jacksonville

Guy E. Peterson, Associate Dean for Vocational-Technical Education, Lenoir Community College, Kinston

Dorothy Prince, Chairperson, Department of Education, North Carolina Agricultural and Technical State University, Greensboro

Mrs. Betty B. Randolph, Early Childhood Specialist, Beaufort County Technical Institute, Washington

Bradford J. Reynolds, Human and Public Services, Central Piedmont Community College, Charlotte

David Riley, Dean, School of Education, University of North Carolina at Greensboro

William A. Ross, Coordinator, Division of Applied Arts, Sciences and Technology, Piedmont Technical Institute, Roxboro

Mrs. Madge Schwarz, Acting Division Chairperson, Child Care Education, Guilford Technical Institute, Jamestown

W. Clyde Taylor, Jr., Professor of Education, Lenoir Rhyne College, Hickory

TECHNICAL EDUCATION SUBCOMMITTEE

Cecil L. Patterson (Chairman), Dean, Undergraduate School, North Carolina Central University, Durham

Bobby L. Anderson, Director, College Transfer and General Education, Department of Community Colleges, State Board of Education, Raleigh

*Newton H. Barnette, Dean, College of Engineering, University of North Carolina at Charlotte

John F. Corey, Assistant Vice President for Student Services and Special Programs, The University of North Carolina, General Administration, Chapel Hill

B. Franklin Lowe, Jr., Dean of the College, Chowan College, Murfreesboro

George S. McSwain, Jr., Dean of Instruction, Gaston College, Gastonia

John R. Meakins, Dean of College Transfer Education, Coastal Carolina Community College, Jacksonville

Frank R. Steckel, Chairman, Industrial Arts and Technical Education, Appalachian State University, Boone

Norma J. Thompson, Dean of Admissions and Registration, Pembroke State University, Pembroke

Vaud Travis, Vice President, Transfer and Business Programs, Central Piedmont Community College, Charlotte

---

*At the request of the subcommittee, Dr. Barnette visited the senior institutions in North Carolina which make available upper division technical education programs to graduates of technical institutes, community colleges, and other two-year institutions. The guidelines on technical education are based largely on Dr. Barnette's report on his visits.

TRANSCRIPT SUBCOMMITTEE

Anna Keller (Chairman), Director of Admissions, North Carolina State University, Raleigh

James H. Bundy, Registrar, North Carolina State University, Raleigh

John Corey, Assistant Vice President for Student Services and Special Programs, The University of North Carolina, General Administration, Chapel Hill

William Gamble, Director of Admissions, North Carolina Agricultural and Technical State University, Greensboro

F. Hubert Garner, Dean of Student Services, Central Carolina Technical Institute, Sanford

Emily Harper, Director of Admissions and Registrar, Livingstone College, Salisbury

John H. Horne, Dean of Admissions, East Carolina University, Greenville

Sue Kearney, Associate Director of Admissions, Meredith College, Raleigh

Phyllis Loflin, Registrar, Rockingham Community College, Wentworth

Brona Roy, Registrar, Brevard College, Brevard